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ABSTRACT

This study examines postsecondary, less-than-baccalaureate occupational education opportunities in Kentucky, focusing on governance, coordination, availability, and participation in such programs. Program offerings and enrollments were determined through a survey of state vocational-technical schools, community colleges, four-year colleges and universities offering Associate degree programs, proprietary business schools, and other specialized private and public institutions and agencies operating under a variety of licensure requirements. On-the-job training programs and manpower requirements of major state employers were surveyed, and a legislative review was undertaken. Program availability and participation were found to be good, and financial aid opportunities were widely available. However, governance was fragmented througout a multiplicity of responsible state agencies and licensing boards operating through no less than 15 different chapters of the Kentucky Revised Statutes. It was recommended that a central agency be established to provide comprehensive statewide planning and coordination. Survey findings, an occupational program inventory, a review of the legislative authority of the various governing agencies and boards, and a review of previous steps toward statewide coordination are included in the report. Employer correspondence and proposed legislation are appended. (JDS)

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OCCUPATIONAL PREPARATION

IN KENTUCKY:

FRAGMENTED EDUCATIONAL SERVICES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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RESEARCH REPORT NO. 120

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The Commission by statute has the responsibility for legislative research, statute revision including annotations, bill drafting, and for maintaining a legislative reference library. Another service is the compiling and publishing of administrative regulations. Also its professional staff (1) compiles, edits, publishes and distributes the legislative journals, the session acts, and the daily record of legislative activity during sessions; (2) maintains custody of all General Assembly property and records between sessions; and (3) furnishes the services and conducts the studies which the General Assembly requests and those which, in the opinion of the Commission, will facilitate the work of the Legislature.

Other Commission functions are to review the Constitution and to act as Kentucky's Commission on Interstate Cooperation.

OCCUPATIONAL PREPARATION

IN KENTUCKY:

FRAGMENTED EDUCATIONAL SERVICES

Prepared by

John H. Alexander

Research Report No. 120

Legislative Research Commission
Frankfort, Kentucky
September, 1975

This Report has been prepared by the Legislative Research Commission and paid for from state funds.

FOREWORD

The development and expansion of numerous innovative educational opportunities have come about in Kentucky within the past decade. Perhaps the most rapid growth has taken place in the area of vocational-technical occupational education and training provided Kentucky's postsecondary school population. As such growth in program availability has extended educational opportunities to a wider range of geographic regions and population centers, it has also brought about additional problems in governing the educational enterprise of the state.

Senate Resolution 64 directed a study of the current condition of postsecondary vocational-technical occupational education programs in Kentucky. In responding to the directive, John Alexander has reviewed the availability of such educational offerings, the problems existing in coordination and governance of the various programs, and some possible methods of achieving a more unified system of providing similar educational services through a number of institutional settings.

Appreciation and credit should be given to the Department of Education, Council on Public Higher Education, Kentucky Higher Education Assistance Authority, State Board of Business Schools, and many of the state's professional licensing boards for their assistance in compiling much of the information on the availability of educational programs. Credit should also go to David B. Green for preparing several of the charts and tables, and to Kay Tincher for typing the manuscript for publication.

Philip W. Conn
Director

The Capitol
Frankfort, Kentucky
September, 1975

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Summary

Senate Resolution 64 of the 1974 regular session of the Kentucky General Assembly directed the Legislative Research Commission to conduct a study of the availability of vocational-technical occupational education at the postsecondary level in the state. Resulting from the work of three legislative bodies during the 1972-74 Interim, and from a legislative proposal during the 1974 Session, the resolution directive included not only a review of the available programs, but also the relationship existing between Kentucky's vocational-technical education programs and the business and industrial community as well as recommendations relating to continuation, expansion, or change of the existing system.

This study reviews the educational opportunities in Kentucky which are designed to prepare the student for employment and which are offered at a level of instruction beyond high school and yet culminating at less than a baccalaureate degree. Additionally, information is presented on the governance and coordination of such educational programs and on the major student-related aspects of enrollment and participation.

The findings indicate that although several units within the overall educational system are making efforts toward coordination in planning and cooperation in operation, much confusion remains as to the proper governing agency or agencies for occupational preparation education at this level. Such educational programs are currently directed by the State Board

of Education, the Council on Public Higher Education, all of the state-supported college and university structures, and numerous public and private institutions, agencies, and boards. Statutory authorization for the various controlling and directing bodies is found in no less than fifteen chapters of the Kentucky Revised Statutes.

Several alternatives exist for improving the coordination of programs in occupational education at the postsecondary level. Among the alternatives reviewed are legislative enactments to establish:

1. A Council on Public Postsecondary Occupational Education;
2. A Council on Education in Kentucky; or
3. A State Commission on Postsecondary Education.

Additionally, support could be provided for the actions currently underway by the State Board of Education and the Council on Public Higher Education through a jointly adopted Memorandum of Agreement on Postsecondary Vocational-Technical Education in Kentucky.

I. BACKGROUND

In the Interim between the 1972 and 1974 regular sessions of the Kentucky General Assembly, three legislative bodies were involved in studies related to postsecondary vocational-technical occupational education. The Education Facilities Review Commission concentrated on programs and facilities through which the state provides educational opportunities at the vocational-technical school and community college levels. The Interim Study Commission on Educational Organization reviewed the coordination of educational planning, programs, and governance in the state focusing primarily on the area of postsecondary occupational education. Thirdly, the Joint Interim Committee on Education received reports from the above commissions and adopted the recommendations and the one legislative proposal culminating from the efforts of both.

The major recommendations to come from the work of the two commissions and the joint committee during the 1972-74 Interim were:

1. Postsecondary occupational education opportunities in Kentucky should be expanded to meet the need and demand;

2. A coordinating council, perhaps similar to the Council on Public Higher Education, should be created for postsecondary occupational education;

3. The Council on Public Higher Education should be reassigned to the Cabinet of Education and the Arts to provide for all educational planning and operation in the state to be under the organizational structure of the Cabinet; and

4. The Secretary of the Cabinet of Education and the Arts should be one who holds no other office or position in state government than that of secretary.

As reported in the findings of the Educational Facilities Review Commission, the theory behind the above recommendations was that Kentucky was in need of comprehensive coordination of its total educational enterprise, most particularly in the area of postsecondary occupational education. The Commission's report states:

> . . .There is no single board or council in the state solely concerned with postsecondary occupational education, although the legitimacy and importance of this level of education is certainly established.
>
> There is a need for comprehensive planning for future development of postsecondary occupational education in Kentucky if the state is to meet the needs and demands. The present dual system of governance has resulted in the lack of planning in the past and almost insures that such planning will not take place in the future.

The division of support, planning, and control of the educational system in Kentucky was seen as hampering the movement of students from one educational level or organizational structure to another within the total system.

Thus, a major concern of the two legislative commissions and the Joint Interim Committee on Education of the past interim was in the area of postsecondary occupational education. The definition of this particular level of educational opportunity, utilized by the above bodies, was: That formal education process beyond the high school level designed to prepare people for employment which terminates at less than the baccalaureate degree. Study was concentrated in this area because of its unique position in the overall structure of Kentucky's educational programs.

The organizational structure and governance patterns under which Kentucky's schools presently operate is such that the opportunities for postsecondary occupational education are located within several different units. The variety of units includes:

1. The State Board of Education which, through the State Department of Education, coordinates and operates the programs and facilities of the regional vocational-technical schools and vocational education centers;

2. The University of Kentucky which, through its system of community colleges, operates associate degree level technical education programs under coordination of the Council on Public Higher Education;

3. Other four-year public and private colleges and universities which independently provide associate degree level technical education programs under control of the individual institutions' governing boards and under coordination of the Council on Public Higher Education;

4. Proprietary, private-for-profit, business schools which are regulated by the State Board of Business Schools and which may also be licensed by the Council on Public Higher Education, in the case of schools which offer an associate degree program, or by the proprietary licensing unit of the State Department of Education;

5. Other specialized private occupational training institutions with program guidance and coordination operating through the licensure regulations of the Kentucky Boards of Barbering, Hairdressers and Cosmetologists, and Nursing to illustrate a few; and

6. The additional postsecondary occupational education opportunities which exist through public and private agencies, programs, and organizations with the type of instruction being limited only by the need of the individual organization or by applicable state and federal licensure requirements.

Although the above institutional and organizational structures provide valuable educational opportunities for Kentuckians in search of specific occupational knowledge and skill training, the findings of the 1972-74

interim studies indicated a lack of coordination among the various agencies in providing such educational programs.

Therefore, the Joint Interim Committee on Education, the Interim Study Commission on Educational Organization, and the Educational Facilities Review Commission, agreeing in the need for cooperation and coordination in providing educational services in the overlapping areas of postsecondary occupational education, jointly adopted and pre-filed a bill for the 1974 regular session of the General Assembly to establish a coordinating council for all such educational programs in the state. Senate Bill 24 (1974) would have created a Council on Public Postsecondary Occupational Education with duties including development of a statewide plan to improve occupational education and to review budget requests from the various units of the educational structure concerned with the vocational-technical occupational education programs beyond high school which culminated with less than a baccalaureate degree. No action was taken by the General Assembly with regard to Senate Bill 24; however, the Senate did adopt Senate Resolution 64 (1974) directing further study in the area of educational opportunities available for vocational-technical occupational preparation at the postsecondary level in the state.

II. Introduction

Postsecondary occupational education in Kentucky is not a new phenomenon. For example, the beginning of the state's vocational-technical school system in the 1930's, the inclusion of agricultural and mechanical higher education programs under the Morrill Act, and the Smith-Hughes Act influence on the implementation of the secondary curriculum of home economics, agriculture, and trade and industrial programs have indicated the state's interest in providing such instructional opportunities over several decades. Additionally, there is a long history of occupational training in the private sphere. Spencerian College in Louisville, for example, was founded in 1892. However, the most rapid growth in the field has occurred within the past decade. The December 1974 report of the State Advisory Council for Vocational Education and Manpower Development and Training illustrates the degree of growth of vocational education in Kentucky between 1964 and 1974. The following tables from that report provide a summary of this increase:

EXPENDITURES FOR VOCATIONAL EDUCATION BY YEARS
FEDERAL, STATE, AND LOCAL*

YEAR	TOTAL	FEDERAL	STATE & LOCAL
1964	$ 6,124,000	$ 1,128,000	$ 4,996,000
1968	18,197,000	5,718,000	12,479,000
1972	34,478,000	9,282,000	25,196,000
1973	32,731,000	8,872,000	23,859,000
1974	33,584,000	11,550,000	22,134,000

*Does not include funds received from Appalachian Region Commission, Economic Development Administration, or other federal programs such as manpower, etc.
SOURCE: State Advisory Council for Vocational Education, 1974.

TABLE II

ENROLLMENT IN VOCATIONAL EDUCATION*

PROGRAM LEVEL	1964	1968	1972	1973	1974
Secondary	48,623	62,383	99,169	111,519	119,260
Postsecondary	2,705	4,939	12,844	12,900	13,838
Adult	29,143	42,681	52,856	60,909	61,025
TOTAL	80,471	110,003	164,869	185,319	194,123

Source:*Bureau of Vocational Education Annual Reports

The State Advisory Council also reports on the above enrollment figures in a breakdown of enrollment into program levels and major area of study. Table III indicates the number of students in each of the program and level categories:

TABLE III

ENROLLMENT IN VOCATIONAL EDUCATION BY PROGRAMS BY YEARS**

PROGRAM	PROGRAM LEVEL	1964	1968	1972	1973	1974
Agriculture	Secondary	14,071	13,883	15,535	16,946	16,624
	Postsecondary	0	20	65	95	46
	Adult	6,427	4,012	4,590	4,788	5,142
	TOTAL	20,498	17,915	20,190	21,829	21,812
Business & Office	Secondary	0	7,625	13,972	16,387	18,235
	Postsecondary	0	392	1,372	1,150	1,698
	Adult	252	1,912	7,875	8,208	6,253
	TOTAL	252	9,929	23,219	25,745	26,186
Distribution & Marketing	Secondary	754	1,220	6,141	6,558	7,357
	Postsecondary	0	0	46	78	130
	Adult	1,795	3,038	5,756	3,181	3,900
	TOTAL	2,549	4,258	11,943	9,817	11,387
Health Occupations	Secondary	0	0	510	773	1,060
	Postsecondary	664	1,039	2,194	2,198	3,192
	Adult	0	344	621	1,035	911
	TOTAL	664	1,383	3,325	4,006	5,163

PROGRAM	PROGRAM LEVEL	1964	1968	1972	1973	1974
Home Economics Useful & Gainful	Secondary	30,346	34,084	38,668	43,137	44,306
	Postsecondary	0	0	1,073	1,270	262
	Adult	6,762	6,960	13,487	21,421	23,099
	TOTAL	37,108	41,044	53,228	65,828	67,667
Public Service*	Secondary	0	0	0	0	(32)
	Postsecondary	0	0	0	0	0
	Adult	0	0	(5,316)*	(6,667)*	(8,967)*
	TOTAL	0	0	(5,316)*	(6,667)*	(8,999)*
Technical	Secondary	0	135	159	188	271
	Postsecondary	0	498	777	762	683
	Adult	328	413	316	342	196
	TOTAL	328	1,046	1,252	1,292	1,150
Trades & Industry	Secondary	3,452	5,436	10,873	12,966	14,064
	Postsecondary	2,041	2,990	5,645	5,911	5,796
	Adult	13,579	26,002	20,107	19,879	11,808
	TOTAL	19,072	34,428	36,625	38,756	31,668
Special Programs	Secondary	0	0	13,311	14,553	17,343
	Postsecondary	0	0	1,672	1,436	2,031
	Adult	0	0	104	2,055	9,716
	TOTAL	0	0	15,087	18,044	29,090
All Programs	Secondary	48,623	62,383	99,169	111,510	119,260
	Postsecondary	2,705	4,939	12,844	12,900	13,838
	Adult	29,143	42,681	52,856	60,909	61,025
	TOTAL	80,471	110,003	164,869	185,319	194,123

*Reported in T&I and Special Programs.
**Source: Bureau of Vocational Education Annual Reports.

Although the emphasis of the State Advisory Council's report is primarily on those programs operated by the State Board of Education through the vocational education programs of the State Department of Education, the above data are significant in illuminating the rapid expansion which has taken place in the past ten years in occupational education in Kentucky. However, because the focus of the report is generally on the state's vocational technical school system, its indication of a small percentage of postsecondary participation may be misleading. As discussed

previously, there are many other programs and training opportunities available in addition to the state vocational-technical schools.

The variety of opportunities for postsecondary occupational education in Kentucky have been briefly summarized in an article which appeared in the April 7, 1975, issue of The Chronicle of Higher Education.* In the article, which appears below, Assistant Editor, Larry Van Dyne, provides an overview of the current Kentucky experience.

> The phrase, which is fast reaching the status of a cliche, goes something like this: "Three out of every four jobs in the near future will require less than four years of college!"
>
> It is based on calculations by the federal Bureau of Labor Statistics, and some version of it turns up a lot these days alongside newspaper photos of over-educated cabdrivers, in the pages of thick plans drawn up by statewide boards of higher education, and in the pleas of lobbyists for vocational education. Usually it is set off against the high percentage of high school graduates going on to college (nearly 50 percent) to illustrate that we are overeducating our youth and need to offer them more options in vocational and technical education.
>
> "Voc-tech"--which has always been relegated to the bottom of the educational pecking order--has suddenly gained new attention. This does not mean that parents now suddenly want their sons to become auto mechanics rather than engineers. Nor does it mean that the higher-education system is embracing courses in dental technology with the same passion as those in business management or English literature.
>
> It does mean that the realities of the job market are forcing college administrators and statewide planners to take a fresh look at the development of vocational-technical education.
>
> Here is a report on the vocational-technical education boom in one state--Kentucky.
>
> Kentucky's voc-tech "system"--pieced together over the years through a combination of entrepreneurship, historical accident, political compromise, and planned growth--has these main segments:

State Vocational-Technical Schools. These 13 institutions, the first of which opened in the 1930's, are regionally distributed and under the control of the state department of education.

Community Colleges. These 13 colleges, which developed out of the University of Kentucky's extension-center system in the mid-1960's and are still under the university's control, were originally heavy on academic courses for transfers but have shifted emphasis more and more to technical fields.

Proprietary Schools. Kentucky has scores of these private, profit-making schools. No one is sure how many there are, but they obviously are an important segment that has been filling gaps in the public system for years.

Regional Universities. These institutions--Eastern Kentucky, Kentucky State, Morehead State, Murray State, and Western Kentucky--were originally teacher-training institutions. They broadened their offerings into the liberal arts and other professional fields in the 1960's, but now are turning to technical education to take up the enrollment slack caused by the slowdown in the job market for teachers.

So far there appears to be enough demand to keep most inhabitants of this crowded field growing rapidly. One exception may be the older, family-owned proprietaries, which must compete now with newer, low-cost public institutions. "Used to be if I wanted a secretary I'd call Fugazzi," says a former administrator at University of Kentucky, referring to a private Lexington business school. "Now there are other options."

Enrollment in post-high-school programs at the vocational-technical schools, for instance, has jumped from 2,254 in the fall of 1965 to 13,838 in the fall of 1973. The community colleges awarded only 15 percent of their 536 associate degrees in technical fields in 1967, but, by 1973, 56 percent of their 1,267 graduates earned technical degrees. Even the regional universities now have substantial numbers of students in two-year technical programs.

Nowhere in the state--or perhaps in the entire country--is the boom in technical education more evident than at Eastern Kentucky University in Richmond, a little town on the dividing line between the eastern Kentucky mountains and the bluegrass country in the middle of the state.

Eastern's early development followed classic lines. Opened as a "normal school" in 1906, it became a "teachers college" in 1922, a "state college" in 1948, and a "university" in

in 1966. Through the 1960's it shared in the national enrollment boom, growing from 4,700 students in the fall of 1963 to 11,100 in the fall of 1973. Through the years its primary emphasis was on training teachers.

When the market for teachers began to go sour in the early 1970's, Eastern was in a much better position to maintain its enrollment than other institutions of its type. Robert R. Martin, a politically influential former state superintendent of public instruction who became Eastern's president in 1960, had diversified the institution's offerings into a wide range of technical programs, and they began to take up the slack from the enrollment declines in the teacher-training programs.

Almost 30 percent of Eastern's students now are in technical programs at all levels, and the university offers nearly 40 two-year degree programs. Among the options: agricultural mechanization, turfgrass management, nursing, food service technology, drafting and design, data processing, executive secretary, real estate, and recreation supervision.

Law-Enforcement Education. Eastern also has one of the nation's largest law-enforcement education programs and will soon open a new $6.5 million building to house courses in industrial security, corrections, and other types of law-enforcement work. Many state policemen, sheriffs, and deputies are taking Eastern's courses, often getting pay raises as a result.

With the voc-tech rush on, some observers here in the state capital, who remember the excesses in the national rush to graduate study in the 1960's, are worried that the same thing might happen in career education. Although the people behind the development of career education in the individual segment of Kentucky's educational system do not see any serious problem with duplication of programs, there are those who would like to see a more centralized vocational-technical system.

Coordination Urged. As long ago as 1970, an outside consultant recommended that the state department of education's vocational-technical schools, the University of Kentucky's community colleges, and the technical programs in the regional universities be pulled together into a single, coordinated governing board. Again in 1974, a legislative study committee recommended an umbrella coordinating board for career programs. In both cases the plans proved politically impractical in the face of the vested interests.

In recent months there has been another, less dramatic attempt at improved coordination. The Council on Public Higher Education, the coordinating agency that was given new power over programming by the 1972 legislature, has set up talks with the state department of education on the future development of career programs.

> One man, who believes that duplication is not yet a problem but that it could become one, says now is the time to face the issue:
>
> "Someone's going to get hurt unless there is some coordination. I think we have pretty good control over the four-year programs, but not over the two-year programs. It may boil down to whether the presidents are willing to give up some power. It may be that only the governor can do it."

The following sections of this report, therefore, review the availability of educational opportunity in vocational-technical occupational training at the postsecondary level in the state; provide additional data regarding the governance and coordination of such educational programs; and provide a description of the major student-related aspects of participation in Kentucky's educational and training programs.

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*Source: Larry Van Dyne, "The Spotlight Turns to Voc-Tech," The Chronicle of Higher Education, April 7, 1975, p.9, Copyright 1975, The Chornicle of Higher Education. Used by permission.

III. Availability of Program

The number and variety of educational opportunities available for postsecondary occupational education and training in Kentucky are many. Within the public education sector alone, there are program offerings in 13 regional state vocational-technical schools, 58 area vocational education centers, 3 schools of practical nursing, 13 community colleges, one technical institute, and associate degree level programs at each of the state's regional colleges and universities. The private sector provides additional postsecondary occupational education opportunities through proprietary schools, independent colleges and universities, and the training programs of business and industry.

Through information supplied by the State Department of Education, the Council on Public Higher Education, the State Advisory Council on Vocational Education, and the many schools, colleges and universities of Kentucky, the program descriptions which appear below have been developed. The numerical designations for major areas of study are those utilized by the Council on Public Higher Education, as developed by the National Center for Higher Education Management Systems at the Western Interstate Commission on Higher Education and are used here only as symbols to identify different educational programs available at the various educational institutions in the state in a uniform manner.

OCCUPATIONAL EDUCATION PROGRAMS
AVAILABLE IN KENTUCKY SCHOOLS

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
5001 Business and Commerce Technologies, General	Alice Lloyd College Brescia College Lindsey Wilson College Midway College Morehead State University Murray State University Northern Ky. State College		West Ky. St. Voc-Tech School Bowling Green St. Voc-Tech Sch Jefferson St.Voc-Tech School Rowan County Voc. Center Montgomery County Voc.Center Hazard St. Voc-Tech School Somerset St. Voc-Tech School Central Ky. St. Voc-Tech Sch.	Kentucky Business College Spencerian College
5002 Accounting Technologies	Southeastern Christian College Eastern Ky. University Kentucky St. University Northern Ky. State College University of Louisville	Ashland Community College Jefferson Community College Lexington Technical Institute		Kentucky Business College Spencerian College Sullivan Business College Watterson College Owensboro Business College Ashland Business College Draughon's Business College
5003 Banking and Finance Technologies	Eastern Ky. University University of Louisville Western Ky. University			
5004 Marketing, Distribution, Purchasing Business and Industrial Management Technologies	Kentucky Wesleyan College Eastern Ky. University Northern Ky. State College University of Louisville Western Ky. University	Ashland Community College Elizabethtown Community Col. Henderson Community College Hopkinsville Community Col. Jefferson Community College Lexington Technical Institute Madisonville Community Col. Maysville Community College Prestonsburg Community Col. Somerset Community		Kentucky Business College Watterson College Owensboro Business College Sullivan Business College Ashland Business College Draughon's Business College

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL-TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
Business-Retail	Eastern Kentucky University Western Kentucky University	Elizabethtown Community College Hazard Community College Hopkinsville Community College		Spencerian College
Real Estate Technologies	Eastern Kentucky University Kentucky State University Morehead State University Northern Ky. State College University of Louisville Western Kentucky University	Ashland Community College Jefferson Community College Lexington Technical Institute		
5005 Secretarial Technologies (includes machine training)	Alice Lloyd College St. Catherine Jr. College Southeastern Christian Col. Eastern Kentucky University Kentucky State University Morehead State University Murray State University Northern Ky. State College University of Louisville Western Kentucky University	Ashland Community College Elizabethtown Community College Hazard Community College Henderson Community College Hopkinsville Community College Jefferson Community College Lexington Technical Institute Madisonville Community College Paducah Community College Maysville Community College Prestonsburg Community College Somerset Community College Southeast Community College	Northern Ky. St. Voc-Tech Sch. Ashland Area Voc. School	Sullivan Business College Watterson College Spencerian College Kentucky Business College Owensboro Business College Ashland Business College Draughon's Business College
Legal	Eastern Kentucky University Northern Ky. State College Western Kentucky University	Ashland Community College Elizabethtown Community College Jefferson Community College Lexington Technical Institute Madisonville Community College Prestonsburg Community College Somerset Community College		Kentucky Business College Sullivan Business College Spencerian College Ashland Business College

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
Medical	Northern Ky. State College Western Kentucky University	Ashland Community College Elizabethtown Community College Jefferson Community College Lexington Technical Institute Madisonville Community College Prestonsburg Community College		Sullivan Business College Spencerian College Ashland Business College
5006 Personal Services Technologies (Stewardess, Cosmetology, etc.)			West Ky. St. Voc-Tech School Daviess Co. St. Voc-Tech Sch. Northern Ky. St. Voc-Tech Sch. Ashland Area Voc. Schools Mayo St. Voc-Tech School Hazard St. Voc-Tech School Central Ky. St. Voc-Tech Sch.	
5007 Photography Technologies				
5008 Communications and Broadcasting Technologies (Radio, TV, Newspapers)	Kentucky Wesleyan College Morehead State University University of Louisville	Ashland Community College Elizabethtown Community College Henderson Community College Paducah Community College Prestonsburg Community College Somerset Community College	Bowling Green St.Voc-Tech Sch. Jefferson St. Voc-Tech Sch. Northern Ky.St.Voc-Tech Sch. Mayo St.Voc-Tech School	Louisville Technical Institute
5009 Printing and Lithography Technologies	Eastern Kentucky University Northern Ky. State College Western Kentucky University		Jefferson St. Voc-Tech School Northern Ky. St. Voc-Tech Sch. Somerset St. Voc-Tech School	
5010 Hotel and Restaurant Management Technologies	Morehead State University	Jefferson Community College		Kentucky Business College

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
5011 Transportation and Public Utility Technologies	University of Louisville	Lexington Technical Institute		
5012 Applied Arts, Graphic Arts, and Fine Arts Technologies (includes Advertising Design)	Kentucky Wesleyan College Eastern Kentucky University Morehead State University Murray State University		Bowling Green St.Voc-Tech Sch. Northern Ky. St.Voc-Tech Sch.	
5099 Other Manufacturing	Western Kentucky University			
5101 Data Processing Technologies, General	Kentucky Wesleyan College Eastern Kentucky University Kentucky State University Morehead State University Murray State University Northern Ky. State College	Hopkinsville Community College Jefferson Community College Lexington Technical Institute	Jefferson St. Voc-Tech.Sch. Northern Ky.St. Voc-Tech Sch. Mayo St. Voc-Tech School Somerset St. Voc-Tech School	Spencerian Business College Owensboro Business College
5102 Key Punch Operator and Other Imput Preparation Technologies				Owensboro Business College
5103 Computer Programmer Technologies	Kentucky State University Morehead State University			Sullivan Business College
5104 Computer Operator and Peripheral Equipment Operation Technologies	Kentucky State University			
5105 Data Processing Equipment Maintenance Technologies				

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
5199 Other				
5201 Health Services Assistant Technologies, General			Bowling Green St.Voc-Tech Sch.	
5202 Dental Assistant Technologies			Bowling Green St.Voc-Tech Sch. Jefferson St. Voc-Tech Sch.	Watterson College
Laboratory Assistant				Central Baptist Hospital (Lexington)
5203 Dental Hygiene Technologies	Western Kentucky University			
5204 Dental Laboratory Technologies		Lexington Technical Institute		
5205 Medical or Biological Laboratory Assistant Technolgies	Eastern Kentucky University Morehead State University	Ashland Community College Henderson Community College Jefferson Community College Somerset Community College Southeast Community College		
5206 Animal Laboratory Assistant Technologies	Morehead State University			
5207 Radiologic Technologies (X-Rays, etc.)	Morehead State University Northern Ky. State College Western Kentucky University	Lexington Technical Institute		Central Baptist Hospital,Lex. Community Methodist Hosp., Hen. Good Samatitan Hosp.,Lex. Hopkins County Hospital Kentucky Baptist Hospital Kings Daughters Hosp., Ash. Louisville General Hosp. Lourdes Hospital, Pad. St. Elizabeth Hosp., Cov. St. Joseph Hosp., Lex. SS. Mary & Elizabeth Hosp.,Lou.

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
5208 Nursing, R.N. (less than four-year program)	Eastern Kentucky University Kentucky State College Morehead State University Northern Ky. State College Western Kentucky University Midway College Spalding College	Elizabethtown Community College Henderson Community College Hopkinsville Community College Jefferson Community College Lexington Technical Institut Madisonville Community College Maysville Community College Paducah Community College Somerset Community College Ashland Community College		Norton Memorial Infirmary Kentucky Baptist Hosp., Lou.
5209 Nursing, Practical (L.P.N. or L.V.N. less than four-year program)			Jefferson St.Voc-Tech School Northern Ky.St.Voc-Tech Sch. Mayo State Voc-Tech School Hazard St. Voc-Tech School Central Ky.St.Voc-Tech Sch. Harlan St. Voc-Tech School	Danville Sch.of Practical Nursing Glasgow School for Practical Nursing Murray School of Practical Nursing Pineville School for Practical Nursing William Booth Memorial Hosp,Cov
5210 Occupational Therapy Technologies				
5211 Surgical Technologies				
5212 Optical Technologies (includes ocular care, opthalme, optometric technologies)				
5213 Medical Record Technologies	Eastern Kentucky University			

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MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
5214 Medical Assistant and Medical Office Assistant Technologies	Spalding College Eastern Kentucky University Morehead State University	Ashland Community College Somerset Community College Southeast Community College	Central Ky.St.Voc-Tech Sch.	Draughon's Business College Louisville Technical Inst. Spencerian College Sullivan Business College Watterson College
Medical Assistant (Podiatry)		Jefferson Community College		
5215 Inhalation Therapy Technologies		Jefferson Community College Lexington Technical Institute		
5216 Psychiatric (includes mental health aide program)	Northern Ky. State College	Hazard Community College Hopkinsville Community College Jefferson Community College Somerset Community College		
5217 Electro Diagnostic Technologies (includes EKG, EEG, etc.)				
5218 Institutional Management Technologies (rest home, etc.)	Western Kentucky University			
5219 Physical Therapy Technologies				
5299 Other Nurse Anesthetists				Harlan Appalachian Regional Hospital
5301 Mechanical and Engineering Technologies, General	Brescia College			

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
5302 Aeronautical and Aviation Technologies General	Northern Ky. State College Western Kentucky University		Somerset St. Voc-Tech School	
5303 Engineering Graphics (Tool and Machine Drafting and Design)	Eastern Kentucky University Morehead State University Murray State University		Bowling Green St.Voc-Tech Sch. Jefferson St.Voc-Tech Sch. Mayo St. Voc-Tech Sch. Ashland Area Voc. Sch. Central Ky.St.Voc-Tech Sch.	Louisville Technical Inst. Spencerian College
5304 Architectural Drafting Technologies	Morehead State University Murray State University Western Kentucky University	Lexington Technical Institute	W.Ky. Voc-Tech School Madisonville St.Voc-Tech Sch. Bowling Green St.Voc-Tech Sch. Elizabethtown St.Voc-Tech Sch. Jefferson St.Voc-Tech Sch. Northern Ky.St.Voc-Tech Sch. Ashalnd Area Voc. School Montgomery Voc. School Mayo St.Voc-Tech Sch. Hazard St.Voc-Tech Sch. Harlan St.Voc -Tech Sch. Somerset St.Voc-Tech Sch. Central Ky. Voc-Tech Sch.	Louisville Technical Inst.
5305 Chemical Technologies	Brescia College Kentucky Wesleyan College Murray State University University of Louisville Western Kentucky University			

MAJOR AREA OF STUDY	SCHOOLS AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
5306 Automotive Technologies			W. Ky. Voc-Tech Sch. Madisonville St. Voc-Tech Sch. Daviess Co.St.Voc-Tech Sch. Bowling Green St. Voc-Tech Sch. Elizabethtown St.Voc-Tech Sch. Jefferson St.Voc-Tech Sch. Northern Ky.St.Voc-Tech Sch. Central Ky. St.Voc-Tech Sch. Rowan Co. Voc. Sch. Maysville Voc. Sch. Montgomery Co. Voc. Sch. Mayo St. Voc-Tech Sch. Hazard St. Voc-Tech Sch. Harlan St. Voc-Tech Sch. Somerset St. Voc-Tech Sch.	
5307 Diesel Technologies			Mayo St. Voc-Tech Sch. Hazard St. Voc-Tech Sch.	
5308 Welding Technologies	Morehead State University		Bowling Green St. Voc-Tech Sch. Elizabethtown St. Voc-Tech Sch. Jefferson St. Voc-Tech Sch. Northern Ky.St.Voc-Tech Sch. Ashland Area Voc. Sch. Mayo St. Voc-Tech Sch. Hazard St. Voc-Tech Sch. Harlan St. Voc-Tech Sch.	
5309 Civil Technologies (Surveying, Photogrammetry, etc.)	Eastern Kentucky University University of Louisville Western Kentucky University	Ashland Community College Lexington Technical Institute Somerset Community College Southeast Community College	Bowling Green Voc-Tech Sch. Mayo St. Voc-Tech Sch. Hazard St. Voc-Tech Sch.	

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
(Cartographic)	Western Kentucky University	Jefferson Community College		
5310 Electronics and Machine Technologies (TV, appliance, office machine repair, etc.)	Lees Junior College Eastern Kentucky University Kentucky State University Morehead State University Murray State University Western Kentucky University		W. Ky. St. Voc-Tech Sch. Madisonville St.Voc-Tech Sch. Bowling Green St.Voc-Tech Sch. Elizabethtown St.Voc-Tech Sch. Jefferson St. Voc-Tech Sch. Northern Ky.St.Voc-Tech Sch. Ashland Area Voc. Sch. Mayo St. Voc-Tech Sch. Hazard St. Voc-Tech Sch. Central Ky.St. Voc-Tech Sch. Somerset St.Voc-Tech Sch. Harlan St.Voc-Tech Sch.	
5311 Electromechanical Technologies	Eastern Kentucky University University of Louisville Western Kentucky University	Jefferson Community College Lexington Technical Institute		
5312 Industrial Technologies	Kentucky State University Morehead State University Western Kentucky University	Lexington Technical Institute	Daviess Co.St.Voc-Tech Sch. Elizabethtown St.Voc-Tech Sch. Hazard St.Voc-Tech Sch. Harlan St.Voc-Tech Sch.	
5313 Textile Technologies (Tailoring)			W.Ky.St. Voc-Tech Sch.	
5314 Instrumentation Technologies	Kentucky Wesleyan College Eastern Kentucky University		Mayo St.Voc-Tech Sch.	
5315 Mechanical Technologies	Eastern Kentucky University University of Louisville Western Kentucky University	Jefferson Community College Lexington Technical Institute	Madisonville St.Voc-Tech Sch. Bowling Green St.Voc-Tech Sch. Jefferson St.Voc-Tech Sch. Northern Ky.St.Voc-Tech Sch. Mayo St.Voc-Tech Sch. Hazard St.Voc-Tech Sch. Harlan St.Voc-Tech Sch. Somerset St.Voc-Tech Sch. Central Ky.St.Voc-Tech Sch.	

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
5316 Nuclear Technologies				
5317 Construction and Building Technologies (Carpentry, Electrical Work, etc.)	Morehead State University Western Kentucky University		W.Ky.St.Voc-Tech School Madisonville St.Voc-Tech Sch. Bowling Green St.Voc-Tech Sch. Elizabethtown St.Voc-Tech Sch. Northern Ky.St.Voc-Tech Sch. Rowan Co. Voc. Center Maysville Voc. Center Montgomery Co.Voc. Center Ashland Area Voc. Sch. Mayo St. Voc-Tech Sch. Hazard St. Voc-Tech Sch. Harlan St. Voc-Tech Sch. Central Ky.St.Voc-Tech Sch.	
5318 Mining	Lees Junior College Pikeville College Morehead State University	Madisonville Community College Southeast Community College	Madisonville St.Voc-Tech Sch.	
Mine Machine Repair			Mayo St.Voc-Tech Sch. Hazard St. Voc-Tech Sch. Harlan St. Voc-Tech Sch.	
5399 Others Wood	Eastern Kentucky University Western Kentucky University			
Broadcast Engineering	Eastern Kentucky University Morehead State University			
Metals	Northern Ky. State College Western Kentucky University			

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
Power Mechanics	Western Kentucky University			
Refrigeration and Air-Conditioning			Bowling Green St.Voc-Tech Sch. Jefferson St.Voc-Tech Sch. Northern Ky.St.Voc-Tech Sch. Harlan St. Voc-Tech Sch.	
5401 Natural Science Technologies, General				
5402 Agriculture Technologies (includes Horticulture)	Eastern Kentucky University Morehead State University Murray State University Western Kentucky University	Maysville Community College Somerset Community College	Jefferson St.Voc-Tech Sch.	
5403 Forestry and Wildlife Technologies (includes Fisheries)		Ashland Community College Elizabethtown Community College Hazard Community College Henderson Community College Hopkinsville Community College Jefferson Community College Lexington Technical Institute Madisonville Community College Maysville Community College Paducah Community College Prestonsburg Community College Somerset Community College Southeast Community College		
5404 Food Services Technologies	Eastern Kentucky University Kentucky State University Morehead State University Murray State University		W.Ky.St. Voc-Tech Sch. Bowling Green St.Voc-Tech Sch. Jefferson St. Voc-Tech Sch. Northern Ky. St.Voc-Tech Sch. Hazard St. Voc-Tech Sch. Harlan St. Voc-Tech Sch. Central Ky. St. Voc-Tech Sch.	Louisville School for the Food Service Supervisor

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
5405-a Home Economics Decorating and Design	Eastern Kentucky University Kentucky State University	Ashland Community College		
5405-b Interior Decorating and Design	Kentucky Wesleyan College Morehead State University University of Louisville			
5405-c Fashion Merchandising	Morehead State University			Kentucky Business College Spencerian College Watterson College Draughon's Business College
5405-d Child Care	Lees Junior College Eastern Kentucky University Kentucky State University		Northern Ky.St.Voc-Tech Sch. Harlan St. Voc-Tech Sch.	
5405-e Home Economics	Midway College Union College			
5406 Marine and Oceanographic Technologies				
5407 Laboratory Technologies				
5408 Sanitation and Public Health Inspection Technologies (Environmental Health Technologies)				
5499 Other (Consumer and Family Life Skills)			Bowling Green St.Voc-Tech Sch.	

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
5501 Public Service Technologies, General		Ashland Community College Henderson Community College Jefferson Community College Lexington Technical Institute Southeast Community College		
5502 Bible Study or Religion-Related Occupations				
5503 Education Technologies Teacher Aide	Kentucky Wesleyan College Morehead State University Murray State University	Jefferson Community College Paducah Community College Prestonsburg Community College Somerset Community College		
Two-Year Teacher Training (Voc.)	Eastern Kentucky University Morehead State University Murray State University Northern Ky. State College Western Kentucky University	Lexington Technical Institute		
Instructional Media Technology	Lees Junior College Eastern Kentucky University			
5504 Library Assistant Technologies	Kentucky Wesleyan College Southeastern Christian College	Henderson Community College Jefferson Community College Southeast Community College		
5505 Police, Law Enforcement, Correction Technologies Law Enforcement	Eastern Kentucky University Kentucky State University Murray State University	Hopkinsville Community College Paducah Community College		

MAJOR AREA OF STUDY	COLLEGES AND UNIVERSITIES*	COMMUNITY COLLEGES*	VOCATIONAL - TECHNICAL SCHOOLS**	PROPRIETARY SCHOOLS***
Industrial Securities	Eastern Kentucky University			
Corrections	Eastern Kentucky University Morehead State University Murray State University			
5506 Recreation and Social Work Related Technologies	Alice Lloyd College Kentucky Wesleyan College Southeastern Christian Col. Union College Eastern Kentucky University Morehead State University	Ashland Community College Lexington Technical Institute Southeast Community College Somerset Community College		
5507 Fire Control Technologies	Kentucky State University Morehead State University	Jefferson Community College Lexington Technical Institute Paducah Community College	Madisonville St. Voc-Tech Sch.	
5508 Public Administrative and Management Technologies				
5599 Other Human Relations	Brescia College			

*Source: Council on Public Higher Education, 1975.

**Source: Bureau of Vocational Education, 1974.

***Source: Catalogs of Business Colleges, 1975.

As the above chart illustrates, within any single area of study, i.e., health occupations, business technologies, and so on, there are a variety of program offerings available. Depending upon the interest of the individual student, it is possible to obtain occupational education and training at the certificate or diploma level and at the collegiate degree level at either a public or private institution.

In addition to the educational and training programs available in formal schooling situations, the business and industrial community in Kentucky also provides many occupational education programs for their employees. In order to determine the variety and extent of training opportunities available within the private business sector, a brief survey questionnaire was prepared and distributed to all major employers of the state. The primary points of inquiry were designed to obtain information on:

1. The basic educational requirements of Kentucky's manufacturers with regard to entry-level employment;

2. The extent to which in-house, on-the-job, formal training and educational programs are provided by industry;

3. The relationship between occupational training programs provided by the state and the largest manufacturing concerns in Kentucky; and

4. Whether the manufacturers of the state perceive as adequate the supply of trained personnel to meet their employment needs in the near future.

The Kentucky Department of Commerce publication, 1974 Kentucky Directory of Manufacturers, was consulted to determine the major business and industrial firms of the state. One hundred and ten companies, employing three hundred or more persons each, were selected to be surveyed. A

brief, seven-point questionnaire was then sent to the chief administrative officer of each firm.

The survey instrument asked each firm to identify itself by type of product or principle operation and then requested responses to the following questions:

1. What, if any, are the minimum educational level requirements for employment by your firm?

2. Does your firm provide in-house, on-the-job, formal training programs for your employees?

3. Does your firm actively recruit employees who have had formal technical training in one of Kentucky's vocational schools or community colleges?

4. Do you have any form of cooperative work-schooling training program between your firm and any of Kentucky's vocational schools or community colleges?

5. Do you feel that the level of training provided in the state vocational school and community college technical training programs are adequate to meet the entry-level employment needs of Kentucky business and industrial-manufacturing firms?

6. Do you feel that within the next five years that you will be able to recruit a sufficient number of adequately trained personnel to meet the employment needs of your firm?

A brief overview of the findings of the survey indicates that less than 30 percent of those responding have entry-level educational requirements of a high school education or above. Additional responses show:

1. Almost 90 percent provide some form of in-house, on-the-job, formal training programs for their employees;

2. One-half actively recruit employees from the occupational education programs provided by the state, but only 16 percent have a cooperative work-study arrangement with Kentucky's vocational school and community college technical training programs;

3. Sixty-seven percent express the opinion that the state's occupational education programs provide adequate entry-level employment training and experience; and

4. Ninety percent believe that a sufficient number of trained personnel will be available to meet employment needs during the next five years, but many preface this belief with comment on the current employment condition being one of little or no growth due to the present depressed national economic situation.

The following chart provides a compilation of the responses received:

BUSINESS AND INDUSTRY
SURVEY RESPONSES

TYPE OF RESPONDENT	MINIMUM EDUCATION LEVEL REQUIRED FOR EMPLOYMENT	ON-THE-JOB FORMAL TRAINING PROVIDED	RECRUIT TRAINED PERSONNEL	CO-OP PROGRAM	ADEQUATE TRAINING CURRENTLY PROVIDED	ADEQUATE FUTURE SUPPLY OF TRAINED PERSONNEL
Apparel						
1	None	Yes	No	No	Yes	Yes
2	None	On the Job	No	No	Yes	Yes
3	H.S. Grad.	On the Job	Only Sec./ Office Help	No	Yes	Yes
4	None	No	No	No	Yes	Yes
5	None	On the Job	No	No	No Response	No
6	Depends on Job	On the Job	No	No	Could Not Reply	Yes
Automotive						
1	None	On the Job	No	No	Could Not Reply	Yes
2	None	On the Job	Skilled Trades People Only	No	Yes	Yes
3	H.S. Grad.	Yes	Yes	Yes	Yes	Questionable
4	N/A	No	No	N/A	N/A	Questionable
5	Depends on Job	Yes	Yes	Yes	Yes	Yes
6	Read & Write	Yes	Yes	No	Yes	Yes
7	Read & Write	Yes	Yes	No	Yes	Yes
8	None	No	Only Draftsman	No	Yes	Yes
9	None	Yes	No	Yes	Yes	Yes

TYPE OF RESPONDENT		MINIMUM EDUCATION LEVEL REQUIRED FOR EMPLOYMENT	ON-THE-JOB FORMAL TRAINING PROVIDED	RECRUIT TRAINED PERSONNEL	CO-OP PROGRAM	ADEQUATE TRAINING CURRENLY PROVIDED	ADEQUATE FUTURE SUPPLY OF TRAINED PERSONNEL
Metal	1	H.S. Grad.	Yes	No, But Is Preferred	No	Yes	Yes, With Proper Apprenticeship
	2	H.S. Grad.	On the Job	Yes	No	Yes	Yes
	3	None	Yes	Yes	No	Yes	Yes
	4	10th Grade	Yes	No	No	No	Yes
	5	Read & Write	Yes	No	Not Presently	Yes	Yes
	6	H.S. Grad.	Yes	Yes	No	Questionable	No
Chemical	1	Depends on Job	Yes	Yes	Only Summer	Yes	Yes
	2	8th Grade	No	No	No	Could Not Comment	Yes
	3	None	On the Job	No	No	Yes	Yes
	4	None	Yes	No	None	Yes	Yes
Electrical	1	Varies	Yes	Yes	No	Yes	Questionable
	2	None	On the Job	No	No	No	No Response
	3	None	Yes	No	No	No Response	Depends on Economy
	4	Read & Write	On the Job	No	No	No Response	Yes
	5	None	No	No	No	Yes	Yes, But Could Be Improved
	6	Voc.or H.S. Grad.	On the Job	Yes	No	Yes	

RESPONDENT		MINIMUM EDUCATION LEVEL REQUIRED FOR EMPLOYMENT	ON-THE-JOB FORMAL TRAINING PROVIDED	RECRUIT TRAINED PERSONNEL	CO-OP PROGRAM	ADEQUATE TRAINING CURRENTLY PROVIDED	ADEQUATE FUTURE SUPPLY TRAINED PERSONNEL
	7	H.S. Grad.	Yes	Yes	No	Yes	Yes
	8	None	On the Job	Yes	No	Yes	Yes
	9	Depends on Job	Yes	Yes	Yes	Yes	Yes
	10	None	Yes	No	No	No	Yes
Tobacco	1	H.S. Grad.	Yes	No	No	No Response	Yes
	2	None	On the Job	Yes	Yes	Yes	Yes
Alcoholic Beverages	1	10th Grade-H.S. Grad.	On the Job	No	No	Yes	Yes
	2	H.S. Grad.	Yes	Yes	No	Yes	Yes
Miscellaneous	1	None	On the Job	Occasionally	No	No Response	Yes
	2	None	On the Job	No	No	Yes	Yes
	3	Voc.or H.S. Grad.	On the Job	Yes	No	No	Yes
	4	H.S. Grad.	Yes	Yes	Yes	Generally, Yes	Yes

Source: Legislative Research Commission Survey, 1975.

Many of the manufacturers responding to the questionnaire provided comments on the current programs and training provided by the state in the areas of occupational education. A few selected comments, presented by type of firm responding, illustrate (for a more detailed series of comments see Appendix A which includes samples of responses to the survey):

Automotive

"Since we have very little occasion to employ skilled applicants, we are not in a position to offer judgment on the adequacy of training in those schools."

"Need for improved emphasis in the area of machine shop training."

"There has been virtually no capital money available for the last three or four years to replace obsolete and/or worn-out equipment, to add new programs and equipment in line with advancing technologies, and to expand the facilities in order to accept the larger numbers from the expanded secondary programming."

Metal

Recommends "closer cooperation for facility utilization" in towns with both community colleges and vocational schools.

"The level of training provided in state vocational school and community college technical programs has been adequate for our office and clerical positions. However, technical training programs designed to meet our entry level requirements for vacancies primarily involving electrical and/or mechanical maintenance assignments have been judged as being inadequate."

Electrical

"For this company's operations and close tolerances, we have found the local vocational school does not have comparable equipment to adequately instruct potential employees."

"Biggest void is the lack of high skilled (Journeymen types) in machine repair, electrical and tool making fields. It is highly improbable that sufficient numbers of types could be attained within the next five years. Would strongly recommend emphasis in the above mentioned fields."

In reference to future availability of new employees, asked in question 7, one company stated: "Yes, as a minimum replacement situation, but for enhanced up-grading purposes (a la EEO Affirmative Action) it would be desirable if some of our present employees would avail themselves of state training courses already available. We have a tuition reimbursement program which has very few takers."

". . .with the concerted effort which appears to be taking place to improve vocational education in Western Kentucky and the responsive attitudes of our local educators, we have every reason to anticipate that the programs offered at the new vocational school will provide for all of our needs for technically trained people within the next three to five years."

"We have in the past experienced difficulty in obtaining qualified employees."

IV. Governance of Program

As noted in Section I, there are several organizational and governing units under which the postsecondary occupational education programs available in Kentucky are to be found. A brief overview of the Kentucky Revised Statutes, for example, shows a minimum of fifteen chapters in which there are sections directly applicable to the governance of such educational programs. Additionally, each of the agencies of state government which operate under authorization of the various chapters of the Kentucky Revised Statutes are empowered to issue regulations directly related to the training of persons for specific occupations or to the process of general vocational-technical occupational training and education. This section presents the major unit division and a review of the statutory provisions under which each operates.

State Board of Education

Kentucky Revised Statute 156.070 states in part:

> (1) The State Board of Education shall have the management and control of the common schools, public vocational education and vocational rehabilitation . . .

In addition to the general control of the public common schools and of the vocational education programs authorized of the State Board of Education by KRS 156.070, the board is directed by KRS 156.160 to adopt rules and regulations relating to, among other items:

The biennial state school budget;

> Minimum courses of study for the different grades and kinds of common schools, and regulations governing educational equipment of the schools; . . .and
>
> Approval of private and parochial schools of elementary or high school grade, and commercial schools . . .

Other statutory requirements of the state Board of Education include specific duties with regard to administration of vocational education and the certification of teachers. The authority for certification of teachers is provided in KRS 161.030 as follows:

> (1) The certification of all teachers and other school personnel is vested in the state board of education. All certificates authorized under KRS 161.010 to 161.126 shall be issued in accordance with the published rules and regulations of the state board of education through the superintendent of public instruction. In the case of nontax supported schools, standards for teacher certification shall provide for the certification without further educational requirements, of any administrator, supervisor, or teacher who has attended, and received a bachelor's degree from, a college or university accredited by a national or regional association in the United States, or who, at the discretion of the state board of education, has the equivalent degree from a foreign college or university of comparable standing.
>
> (2) Certificates shall be issued to persons who have completed, at such colleges and universities as have been approved by the state board of education for the preparation of teachers and other school personnel, the curricula prescribed by the Kentucky council on teacher education and certification and approved by the state board of education for the certificates.
>
> (3) The state board of education shall approve the curricula of any standard college or university, or of any department thereof for the training of teachers, when the curricula comply with the rules and regulations of the state board of education and are equivalent to any or all the curricula prescribed for the state institutions for the issuance of certificates to students of the state institutions, and when the institution has otherwise met the terms and conditions provided in KRS 161.010 to 161.120. Any student of such institution who has completed any of these curricula or the equivalent thereof, as approved by the state

board of education, and who in addition thereto has completed the prescribed requirements for the issuance of certificates for teaching to students of the state institutions may, by the state board of education, be granted a certificate for teaching of the same validity and tenure as certificates issued to students completing like requirements in the state institutions.

Finally, in reference to vocational education, the State Board of Education is recognized in Chapter 163 of the Kentucky Revised Statutes as the agent of the state for carrying out the provisions of vocational education acts of the United States Congress and for providing the necessary buildings for vocational education:

163.020. This state accepts and agrees to comply with all the provisions of the acts of congress of the United States approved February 23, 1917, and all subsequent acts relating to vocational education as defined herein, the purpose of which is to provide training, develop skills, abilities, understandings, attitudes, work habits, and appreciation, and to impart knowledge and information needed by workers to enter into and make progress in their chosen vocations. These training opportunities should be provided for the young people who are enrolled in the regular day schools and, also, for out-of-school youth and adults, both employed and unemployed, who are in need of and can profit by vocational training.

163.030. The state board of education is vested with the authority to carry out the purposes of the program of vocational education and the provisions of the acts of congress accepted by KRS 163.020, and is given all the necessary power and authority in administering vocational education and carrying out the provisions of the acts relating thereto.

163.040. The money appropriated by the general assembly of the commonwealth of Kentucky and by the acts of congress of the United States and any other available funds shall be accepted and expended in accordance with law, policies, and rules and regulations of the state board of education and in accordance with federal laws, rules and regulations.

The State Department of Education is directed by statute to administer the vocational education programs of the State Board of Education. KRS 156.010, in part, states:

> (2) The Department of Education shall exercise all the administrative functions of the state in relation to the management and control of the public common schools, of vocational education and rehabilitation of West Kentucky Vocational School, the Kentucky School for the Blind and the Kentucky School for the Deaf, and may exercise certain powers and functions relating to area vocation(al) schools, and relating to television in aid of education and other proper public functions, as provided in KRS 156.070.

Through the statutory authorization discussed above, and through its regulatory powers, the State Board of Education directs the vocational education programs of the State Department of Education in the State Vocational Technical Schools and the Vocational Education Centers, as well as those secondary level programs provided in the high schools of Kentucky.

Council on Public Higher Education

Coordination of the higher education programs of Kentucky is primarily the duty of the Council on Public Higher Education, as set forth in Chapter 164 of the Kentucky Revised Statutes. KRS 164.020 outlines the principle duties of the council, including the directives to:

> (1) Engage in analyses and research to determine the overall needs of higher education in the Commonwealth.
>
> (2) Develop and transmit to the Governor comprehensive plans for public higher education which meet the needs of the Commonwealth. The plans so developed shall conform to the respective functions and duties of the state colleges and universities, the community colleges, and the University of Kentucky as provided by statute . . .

Additionally, in the area of occupational education and development the council is authorized in KRS 164.027 to provide for a program of occupational qualification development in the Commonwealth by contract with any recognized and accredited municipal junior college located in the state.

Within the scope of direction provided by the Council on Public Higher Education are the postsecondary occupational education programs provided by the Community College System of the University of Kentucky and

the Associate Degree level technical programs offered by the state's regional colleges and universities.

The institutions of higher education in Kentucky are directed by statute to provide the following (KRS 164.295):

> (1) Baccalaureate programs of instruction;
>
> (2) Upon approval of the Council on Public Higher Education, graduate programs of instruction at the masters-degree level in education, business, and the arts and sciences, specialist degrees and programs beyond the masters-degree level to meet the requirement of teachers, school leaders and other certified personnel;
>
> (3) Research and service programs directly related to the needs of their primary geographical areas;
>
> (4) And, may provide programs of a community college nature in their own community comparable to those listed for the University of Kentucky community college system, as provided by this chapter.

It is within the community college level programs offered by the state's colleges and universities that the postsecondary occupational education preparation leading to an Associate Degree is to be found. Such educational opportunities are a requirement of the University of Kentucky community college system, directed by KRS 164.580 to provide:

> (1) A general two (2) year academic curriculum with credits transferable to two (2) year and four (4) year colleges and universities;
>
> (2) Technical and semiprofessional programs of two (2) years or less; and
>
> (3) Within a two (2) year college curriculum, courses in general education, including adult education, not necessarily intended for transfer nor technically oriented.

Proprietary Schools and Specific Occupational Preparation

The 1972 regular session of the Kentucky General Assembly enacted KRS 163.310 to 163.390 as "The Proprietary School Act of 1972". The stated purpose of the enactment was:

> . . .for the general improvement of occupational education programs available to the residents of this state; to prevent misrepresentation, fraud, and collusion in offering such educational programs; to establish higher standards, and to encourage the residents of Kentucky to attain a high degree of excellence in the pursuit of occupational education.

To administer the provisions of the Act, KRS 163.380 authorizes the State Board of Education, upon recommendation of the Superintendent of Public Instruction, to "promulgate and adopt reasonable rules and regulations."

The occupational education programs offered by proprietary institutions and included in the provisions of the above enactment are defined by KRS 163.320:

> (2) "Proprietary school" means any occupational education business enterprise operated for a profit or on a nonprofit basis which maintains a place of business either within or without this state, and
>
> (a) Which offers or maintains a course or courses of instruction or study, or
>
> (b) At which place of business such a course or courses of instruction or study is available through classroom instruction to a person or persons for the purpose of training or preparing such person for a field of endeavor in a trade, technical, or industrial occupation, except as excluded pursuant to subsection (3) of this section, or
>
> (c) Any correspondence program, course or school where instruction or study is available through correspondence or a combination thereof to a person or persons for the purpose of training or preparing such persons for a field of endeavor in a business, trade, technical, or industrial occupation, except as excluded pursuant to subsection (3) of this section.
>
> (3) The definition of a proprietary school shall not include the following:
>
> (a) A school or educational institution supported entirely or partly by taxation from either a local or state source;
>
> (b) A parochial, denominational, or eleemosynary school or institution;

(c) A school or training program which offers instruction primarily in the field of an avocation, recreation, or entertainment, as determined by the state board;

(d) A course or courses of instruction or study sponsored by an employer for the training and preparation of its own employes;

(e) A school or educational institution licensed or approved by or a course or courses of study or instruction sponsored by the Kentucky Board of Barbering established by KRS 317.430, the State Board of Nursing Education and Nurse Registration established by KRS 314.121, and the State Board of Embalmers and Funeral Directors of the state of Kentucky established by KRS 316.170.

Although the above section outlined the programs of instruction included and excluded by the Proprietary School Act, some confusion did arise as to the direction of the various licensing agencies in regard to occupational education provided by institutions offering more than one type of instruction. Therefore, the Office of the Attorney General, through OAG 73-251, provided the following opinions:

The manifest legislative intent is that business subjects shall be regulated by the State Board of Business Schools and technical subjects shall be regulated by the State Board of Education under the proprietary school act.

The State Board of Business Schools does not have statutory authority to license or regulate the technical vocations.

When the course is offered by a particular school in both business and technical fields, that school will have to be licensed both by the State Board of Business Schools and the State Board of Education.

A further enactment of the 1972 regular session of the General Assembly provided for licensing of additional nonpublic postsecondary educational and training institutions by the State Board of Education, upon the recommendation of the Council on Public Higher Education. Senate Bill 315 (1972), enacted as KRS 164.945 to 164.947 includes the following:

164.945. (1) "College" means any educational facility maintained or conducted by any person, association, partnership, corporation, or trust and operating as an institute, junior college, college, university, or entity of whatever kind which awards a degree, diploma, or other statement of recognition purporting to indicate a level of collegiate attainment beyond secondary school graduation. The following shall be excluded from this definition as it applies to the licensing and regulation requirements of KRS 164.945 to 164.947:

(a) Colleges provided, operated, and supported by federal, state, or county government or any of their political subdivisions.

(b) Colleges licensed or approved for establishment and operation under the statutory authority given to the Kentucky board of barbering under KRS 317.430, the Kentucky board of hairdressers and cosmetologists under KRS 317.480, the Kentucky state board of business schools under KRS 331.010, the Kentucky board of nursing education and nurse registration under KRS 314.121, and any statutes governing the proprietary schools.

(2) "Degree" means a certificate, transcript, report, document, or title of designation, mark, appellation, series of letters, numbers or words, such as, but not limited to associate, bachelors, masters, doctorate, or fellow, which signifies, purports, or is generally taken to signify satisfactory completion of the requirements of an academic, educational, or professional program of study beyond the secondary school level.

(3) "Diploma" means a certificate, transcript, report, document, or title of designation, mark, appellation, series of letters, numbers, or words which signifies, purports, or is generally taken to signify attendance, progress, or achievement in an academic program.

164.946. It is the purpose of KRS 164.945 to 164.947 to promote and to enhance the opportunity for higher education in Kentucky by giving recognition and approval to bona fide colleges and universities as a protection to such bona fide institutions and as a protection to the citizens of the commonwealth against those agencies and institutions of whatever name or organization which resort to fraudulent practices, unfair competition, or substandard educational programs.

164.947. (1) On recommendation of the council on public higher education, the state board of education by regulation shall adopt standards and procedures for the licensing of

colleges to insure that the programs of preparation are comparable to the generally accepted standards of collegiate instruction with respect to faculty, curriculum, facilities, and student cost and that there is full disclosure with respect to the philosophy and purposes of the institutions and their capacity to fulfill these objectives.

(2) Nothing contained in KRS 164.945 to 164.947 is intended in any way nor shall be construed to regulate the stated purpose of a nonpublic college or to restrict religious instruction or training in a nonpublic college.

(3) Immediately from March 25, 1972, all colleges as defined herein shall be required to hold a license issued by the superintendent of public instruction under the provisions of KRS 164.945 to 164.947 and under the regulations of the state board of education provided that any college actually in operation on March 25, 1972, shall be permitted to continue in operation until a license has been issued or has been denied.

(4) The designated use of the title "college" or "university" in combination with any series of letters, numbers or words shall be restricted to the institutions licensed under KRS 164.945 to 164.947 or to such institutions which were in operation on March 25, 1972, except that new branches, divisions, or additions to existing institutions shall be licensed.

Each of the above enactments expressly excludes those educational institutions licensed by the State Board of Business Schools and other statutory agencies charged with similar responsibility.

The duties of the State Board of Business Schools are set forth in KRS Chapter 331, which defines this particular type of proprietary institution as:

331.010(1). "Independent business school," "business school" or "school" means an educational institution privately owned and operated by an individual, partnership, association or corporation offering business courses through residence, extension or correspondence for which tuition is charged, in such subjects as: typewriting, shorthand, (manual or machine), filing and indexing, receptionist's duties, key-punch, teletype, penmanship, bookkeeping, accounting, office machines, business arithmetic, English, business letter writing, salesmanship, personality development, leadership training, real estate, insurance, traffic

management, business phychology, economics, business management, charm and modeling, airline training and other related subjects of similar character.

Excluded from the jurisdiction of the State Board of Business Schools are schools offering four-year collegiate programs recognized by the State Department of Education, religious and nonprofit business schools exempt from state taxation, and those schools subject to the provisions of KRS 156.160 (under direction of the State Board of Education).

The State Board of Business Schools is responsible for the licensing of independent business schools and their agents who operate within the state, and is authorized by KRS 331.040 to issue rules and regulations necessary to carry out the provisions and purposes of Chapter 331. Specifically, the licensing authority of the board is stated in KRS 331.030:

> (1) No person shall conduct, operate, maintain or establish an independent business school or use the term "independent business school," "business college" or any words which designate or tend to designate to the public that the operator of such institution is qualified to conduct, operate and maintain an independent business school, unless he holds a valid current license from the board.
>
> (2) No person shall in any way solicit any person or group of persons in this state to enroll at or attend any independent business school unless such person holds a valid license as agent of the school for which he is soliciting.

Inclusion of the term "business college" in the language of KRS 331.030 has caused additional confusion in the area of governance in regard to the several units responsible for the variety of postsecondary occupational education opportunities available in Kentucky. As the definition of business schools in KRS 331.010 does not refer to the term "college," and since the licensing of college programs is authorized for the State Board of Education and the Council on Public Higher Education, with the exclusion of those

schools licensed by the Board of Business Schools and selected other agencies, it is unclear into which unit those business schools using the term "college" in their names and program designations should be placed.

In addition to the regulatory and licensure authorizations of the Council on Public Higher Education, the State Board of Education, and the State Board of Business Schools, through the previously discussed statutes, other agencies of state government are also extended such direction and control in various areas of specific occupational preparation. Examples include:

Nursing

The State Board of Nursing Education and Nurse Registration is authorized to license and accredit instructional programs and nursing education institutions in the state. KRS 314.031 and KRS 314.111 state:

> 314.031. (1) It shall be unlawful for any person to call or hold himself out as or use the title of nurse or to practice as a nurse unless licensed under the provisions of KRS 314.011 to 314.161 and 314.991.
>
> (2) It shall be unlawful for any person to operate or to offer to operate or to represent or advertise the operation of a school of nursing unless such school of nursing has been accredited under the provisions of KRS 314.011 to 314.161 and 314.991.
>
> (3) Ancillary nursing personnel and student nurses may give nursing assistance, unrelated to their educational training, for compensation as long as they are not identified as licensed either as a registered nurse or as a practical nurse.
>
> 314.111. (1) An institution desiring to conduct a school of nursing shall apply to the board and submit evidence that it is prepared to carry out the minimum prescribed basic curriculum in nursing and that it is prepared to fulfill other requirements of standards which are established by KRS 314.011 to 314.161 and 314.991 and the duly adopted regulations of the board. No person shall operate a nursing education program or school of nursing without complying with the provisions of this section.

(2) A survey of the institution and its proposed education program shall be made by the executive director or an authorized employe of the board who shall submit a written report of the survey to the board. If in the opinion of the board the requirements for an accredited nursing education program or school of nursing are met it shall accredit the school.

(3) Periodic surveys of all schools of nursing shall be made under the supervision of the board. Written reports of such surveys shall be submitted to the board. If the board determines that any approved school of nursing is not maintaining the standards required by the statutes and by the board, notice thereof in writing specifying their deficiencies shall be immediately given to the school. A school which fails to correct these conditions to the satisfaction of the board within a reasonable time shall be discontinued after hearing.

Barbering

Licensing of schools to provide instruction in barbering is within the authority of the Kentucky Board of Barbering, as set forth in KRS 317.540:

No license shall be renewed or issued by the barber board to any barber school, unless such school provides:

(1) As a prerequisite of graduation from a barber school a prescribed course of instruction of not less than fifteen hundred (1,500) hours shall be given within an uninterrupted period with not more than eight (8) hours nor less than four (4) hours of instruction a day, exclusive of Sundays;

(2) Courses of instruction in histology of the hair, skin, nails, muscles and nerves of the face and neck; elementary chemistry with emphasis on sterilization and antiseptics, disease of the skin, hair and glands; massaging and manipulating of the muscles of the upper body; cutting, shaving, arranging, dressing, coloring, bleaching and tinting the hair and such other courses as may be prescribed by regulation of the board;

(3) Such facilities, equipment, materials, and qualified teachers and apprentice teachers as may be required by rules and regulations of the board adopted pursuant to this chapter, but in no event shall any school have fewer than one (1) licensed teacher per fifteen (15) students, or more than two (2) students per chair.

Cosmetology

Kentucky Revised Statutes 317A.060 and 317A.090 establish the governing authority of the Kentucky Board of Hairdressers and Cosmetologists with regard to instruction in the practice of cosmetology:

> 317A.060.(1) The cosmetologist board shall prescribe rules and regulations governing the operation of any schools and/or salons of cosmetology including, but not limited thereto, rules to protect the health and safety of the public, to protect the public against misrepresentation, deceit or fraud in the practice or teaching of beauty culture, to set standards for the operation of said schools and/or salons with reference to, but not limited thereto, such reasonable rules and regulations so as to protect the students under the provisions of the chapter;
>
> (a) Governing the location and housing of beauty salons or cosmetology schools and governing the number of licenses for schools in the state. To this end the board may make reasonable divisions and subdivisions of the state. This subsection does not apply to the instructional programs in cosmetology in the state area vocational schools;
>
> (b) Governing the quantity and quality of equipment, supplies, materials, records and furnishings required in beauty salons or cosmetology schools;
>
> (c) Governing the training and supervision of cosmetology apprentices;
>
> (d) Governing the qualifications of teachers of cosmetology and apprentice teachers of cosmetology;
>
> (e) Governing the hours and courses of instruction at cosmetology schools;
>
> (f) Governing the examinations of applicants for licenses;
>
> (g) Limiting advertising by schools for purposes other than advertising for students;
>
> (h) Governing the prices to be charged by schools for their services performed by students;
>
> (i) To govern the proper education and training of students; and
>
> (j) To govern the course and conduct of school owners, instructors, apprentice instructors, licensed cosmetologists, manicurists, beauty salons and cosmetology schools in a manner consistent with the policies of this board.

(2) Regulations pertaining to health and sanitation shall be approved by the bureau of health services before becoming effective.

317A.090. No license shall be renewed or issued by the cosmetologist board to any cosmetology school unless such school provides:

(1) As a prerequisite of graduation a prescribed course of instruction of not less than eighteen hundred (1,800) hours in the case of a cosmetology school to be given within an uninterrupted period with not more than eight (8) hours nor less than four (4) hours of instruction a day, exclusive of Sundays; except that in the state area vocational schools the eighteen hundred (1,800) hours of instruction may be offered according to the schedule for other vocational classes in the school;

(2) Courses of instruction in histology of the hair, skin, nails, muscles and nerves of the face and neck; elementary chemistry with emphasis on sterilization and antiseptics, diseases of the skin, hair and glands, massaging and manipulating of the muscles of the upper body; cutting, shaving, arranging, dressing, coloring, bleaching and tinting of the hair and such other courses as may be prescribed by regulation of the board;

(3) Such facilities, equipment, materials, and qualified teachers and apprentice teachers as may be required by rules and regulations of the board adopted pursuant to this chapter, but in no event shall any school have fewer than one (1) licensed teacher per fifteen (15) students, or more than two (2) students per chair, nor shall any cosmetology school have fewer than one (1) licensed teacher per twenty (20) students;

(4) The fee for the initial license of a beauty school shall be one thousand dollars ($1,000);

(5) No cosmetology school after being licensed for the first time, shall serve the public until three hundred (300) hours of instruction has been taught;

(6) In compliance with KRS 317.520 the board may revoke or suspend any license issued by it if, in the judgment of the board, such school is not following the requirements as set out in this chapter or such school does not comply with the rules and regulations promulgated by the board in order to regulate the conduct of the school and in order to supervise the proper education of the students.

The above examples (nursing, barbering, cosmetology) illustrate the number and variety of agencies involved with the training and educational programs available for postsecondary occupational preparation in Kentucky. There are a number of other statutory provisions regulating training, employment, and licensure in several trade areas. Included are: The Kentucky State Board of Dentistry (KRS Chapter 313) in the area of dental hygienists; State Board of Embalmers and Funeral Directors, who license practitioners and apprenticeships in the fields of embalming and funeral directing (KRS Chapter 316); Department for Human Resources (KRS Chapter 318) regulates the licensing of plumbers; State Real Estate Commission (KRS Chapter 234) certifies the instructional programs in real estate of approved institutions and licenses real estate salesmen and brokers; and the Board for Licensing Hearing Aid Dealers and Fitters (KRS Chapter 334) licenses persons practicing in the field.

V. Coordination of Program

The variety and number of governing units responsible for the operation of postsecondary occupational education in Kentucky have prompted the General Assembly, the State Board of Education, the Council on Public Higher Education, and other agencies to suggest methods of providing further coordination of program and cooperation between the units. The previous discussion of the work of interim legislative bodies between the 1972 and 1974 sessions of the General Assembly is illustrative of this point. In addition, there have been agreements developed between the State Board of Education and the Council on Public Higher Education, the appointment of a State Commission for Postsecondary Education has been made, and a recent legislative study report has included another recommendation in this area.

Memorandum of Agreement

The Council on Public Higher Education and the State Board of Education, in October and November of 1974, adopted an inter-agency memorandum of understanding and agreement on postsecondary, vocational-technical education programs in Kentucky. In stating the need for such an agreement, the two agencies conclude:

> The demand for postsecondary vocational-technical education is rising rapidly in the Commonwealth, and although the area vocational schools, the University of Kentucky Community College System, the public four-year colleges and universities, some of the independent colleges, and the proprietary schools are all involved in providing programs of post-secondary vocation-technical education, the demand still exceeds what is currently available.
>
> Resources for development and expansion of such programs are limited in both public and private sectors. In the case of

> the public institutions, funds derive primarily from state and federal sources, and the increasing demands upon the financial resources for public education make it imperative that there be a high degree of coordination and cooperation in the planning and administration of vocational and technical education programs to achieve the greatest returns on the tax dollar invested by the public in support of this area of education . . .
>
> The need for coordination of postsecondary, vocational-technical education is generally recognized in Kentucky, and the satisfaction of this need falls heavily and primarily upon the State Board of Education and the Council on Public Higher Education, the two public bodies having responsibilities legally assigned and mandated.

See Appendix B for the completed text of the above memorandum of agreement which includes the duties and responsibilities of each agency in carrying out the planning and coordinating functions for postsecondary occupational education.

1202 Commission

Within the text of the memorandum of agreement between the State Board of Education and the Council on Public Higher Education, there is mention of consideration by the two agencies of their roles pertaining to Title X of the Higher Education Act of 1972. Public Law 92-318, cited as the "Education Amendments of 1972," included amendments to Title X and Title XII of the Higher Education Act of 1965. Primarily, the Title X amendments provided for establishment and expansion of community colleges, including junior colleges, postsecondary vocational schools, technical institutions and any other educational institutions providing two-year vocational-technical instruction beyond the high school level.

The amendments to Title XII provided for the states to establish postsecondary education planning commissions. Such bodies have come to be known nationally as "1202 Commissions" due to the fact that the

Congressional directive for their establishment is found in Section 1202 of Public Law 92-318.

By Executive Orders 74-759 and 74-770, issued October 1, 1974, and October 9, 1974, respectively, Governor Wendell Ford established the State Commission for Post Secondary Education in Kentucky. At the time of this writing, no meeting of the above commission had taken place, nor had any planning programs been established. (See Appencix C for details on the commission for Kentucky.)

Legislative Report

The Joint Interim Committee on Education (1974-76 interim) appointed a Subcommittee on the Governance of Education with the directive to continue the work of the previous interim in reviewing the area of overall coordination of education in Kentucky. The final report of the subcommittee, issued on June 18, 1975, stated the purpose and intent of such review as:

> The primary goal of the subcommittee was to determine the means by which students participating in Kentucky educational programs could be assured the best possible organization, structure, and overall planning and coordination of educational opportunities. This goal was based on the belief that no student should be denied an educational opportunity nor delayed in his attempts to obtain an education by unnecessary restraints placed upon him by the lack of coordination and cooperation between and among the various educational levels and institutions in the state.

The report goes on to say that with the appointment of the State Commission for Post Secondary Education by Governor Ford, the subcommittee determined that such commission would be the proper vehicle for coordination and cooperation of educational planning to fill the void which had previously existed in the area of postsecondary occupational education. However, the subcommittee continued to meet with representatives of the

various units of the state's educational system, and the report states further:

> During this period, the subcommittee awaited the actions and recommendations of the above commission; but no action was taken by the 1202 Commission. Since the State Commission for Postsecondary Education's term expires on October 1, 1975, and since no plans for coordination and cooperation in education in Kentucky were developed by the commission during its tenure, the subcommittee again considered what action should be taken to ensure proper planning and operation of Kentucky's education enterprise.
>
> After reviewing the recommendations of the several bodies from the 1972-74 interim, and taking into consideration the suggestions and remarks made by many persons appearing before the subcommittee, the following determinations were made:
>
> 1. Increased cooperation and coordination has occurred within the past two years between the various education levels and institutions in Kentucky, particularly in the area of postsecondary occupational education. New arrangements have been made for joint program and facility utilization between area vocational education centers and community colleges which offer technical occupational education programs.
>
> However, such cooperation has been accomplished only on a school-by-school basis, with authorization and general guideline understanding from a Memorandum of Agreement between the State Board of Education and the Council on Public Higher Education. There is, at present, no statewide plan for such cooperative arrangements which would ensure increased educational opportunities in the area of postsecondary occupational education to all students throughout the Commonwealth.
>
> 2. The present organizational structure of Kentucky's education enterprise is such that, although there are avenues of cooperation and agreement between and among the various levels and institutions, there is no established method for total overall planning.
>
> Without a proper forum for planning, there is no way to ensure that the scope of educational opportunities in the state is organized in such a way as to enable the student to pursue continued education at different educational levels without interruption, delay, and loss of credit for previous training. The current fragmentation of the overall education program in the state, with goals, plans, programs, curricula, and so on being established from different perspectives and

for different publics, presents the appearance of separate educational systems at the elementary-secondary and post-secondary-higher education levels.

3. There is a need to review the overall education program of the state in order to determine the needs of the student and adult continuing education populations.

Such determination of need should lead to the establishment of total education goals for Kentucky and permit the development of education priorities. If the priorities of education in Kentucky are set, then the overall educational system can be viewed in terms of the needs for program offering and the proper methods of coordination and cooperation can be established, ensuring the orderly and sequential opportunity for basic, advanced, occupational, professional, adult, and continuing education to the citizens of the Commonwealth.

Therefore, the Subcommittee on Governance of Education of the Joint Interim Committee on Education drafted and adopted proposed legislation to establish a Council on Education in Kentucky. Such council would be charged with review of the total education enterprise in Kentucky and with presenting its recommendations to the General Assembly, the Governor, the State Board of Education, and the Council on Public Higher Education with regard to the overall needs of education and the priorities of action to meet the needs. (See Appendix D for a copy of the proposed legislation.)

It is apparent from the actions taken by the State Board of Education, the Council on Public Higher Education, the Governor, and the General Assembly during the 1974-76 interim that the concern remains for developing a method by which overall coordination of program and cooperation of effort among the various units of educational organization in the state may be accomplished. Although there is little evidence at this writing that major changes have occurred in the total educational planning picture, there is evidence of an increased effort on the part of all concerned parties to eventually reach such a cooperative arrangement.

VI. Program Participation

As Tables II and III of Section II indicate, enrollment in Kentucky's programs of occupational education has increased rapidly during the past decade. However, the growth in student population has not been only within the educational opportunities provided through state-supported vocational schools and community colleges. The four-year collegiate institutions, public and private, as well as the numerous proprietary institutions in Kentucky have also extended their occupational education offerings.

A survey of the educational institutions in Kentucky which provide instruction in vocational-technical occupational preparation was conducted by the Legislative Research Commission during the 1974-75 academic term. The major purpose of the survey was to determine the characteristics of students participating in the variety of educational opportunities at the postsecondary occupational education level. The survey findings indicate that although the state system of vocational-technical schools remains the principle source of such instruction within the public sector, enrollment in a number of other institutional offerings is also significant. For example, of the first-year (freshman) enrollment during the 1974-75 school year, the total population was divided as follows:

Type of School	Percentage of Total Enrollment
Independent Colleges	2%
Public Colleges and Universities	22%
Proprietary Schools	32%
Community Colleges	20%
Vocational-Technical Schools	24%

The total first-year enrollment reported through the findings of the survey was 10,949 with the population divided among the various institutions as follows:

Type of School	First-year Enrollment (1974-75)
Independent Colleges	201
Public Colleges and Universities	2,381
Proprietary Schools	3,558
Community Colleges	2,150
Vocational-Technical Schools	2,659

Due to the general problem of survey research, primarily the possibility of not receiving all responses, the above figures may not represent the total first-year enrollment. However, the return level was such that the findings do present a satisfactory overview of the post-secondary occupational education participation in Kentucky.

A brief summary of the major findings of the survey indicate the students of Kentucky's public and private postsecondary occupational education programs are benefiting from two primary factors: Location of the schools and financial resources available. The state-supported system of educational institutions (vocational-technical, community college, and regional collegiate institutions) offers close-to-home, varied postsecondary opportunities; and students are able to take advantage of relatively inexpensive educational opportunities. In addition to the state-supported programs, independent colleges, universities, and proprietary institutions are also to be found throughout the state; and although tuition rates are generally higher in these schools, there are a number of financial aid programs available to assist students in this respect.

The educational programs available at the postsecondary level for occupational education have been discussed in Section III, and a glance at the listing of institutions indicates the statewide scope of such opportunities. However, as location of the school is only one important factor in the student's choice of educational institution in which to enroll, it is necessary to review the other primary factor in making such selection. The student's financial resources present the second major aspect in participation in one of the postsecondary educational programs available.

Although many of Kentucky's postsecondary occupational education students pay for their education and training from family support, personal income from employment, and from veterans' benefits, the availability of financial assistance from state and federal sources has enabled many others to participate in such educational programs. The Kentucky Higher Education Assistance Authority, the agency responsible for administering the student assistance programs in Kentucky, provides the following information with regard to the types of aid available:

> The Supplemental Educational Opportunity Grants Program (SEOG) is for students with exceptional financial need who without this grant would be unable to continue their education. Grants of up to $1,500 a year are available for each year of undergraduate study except that no student may receive more than $4,000 during four years (or $5,000 if eligible for five years).
>
> The College Work-Study Program (CWSP) may assist by providing a job opportunity at the college itself or with a public or private nonprofit agency - such as a school. The student may work while classes are in session and 40 hours per week during the summer or other vacation periods. In general, the salary paid is at least equal to the current minimum wage, although it is frequently higher.
>
> The Federally Insured Student Loan Program (FISL) makes it possible for students to borrow from private lenders to help pay for the cost of education and training at universities, colleges and vocational schools. Any student may apply who

has been accepted for enrollment in an eligible school or who is already in attendance and in good standing and who is a citizen or national of the United States or in the United States for other than a temporary purpose. Banks, savings and loan associations, credit unions, pension funds, insurance companies and similar institutions subject to examination and supervision by the state or federal government are eligible to become lenders under this program. Some schools also qualify as lenders. It is important to remember that loans are made or denied at the discretion of the lender. In Kentucky, half-time students are eligible but some lenders require full-time attendance. Residency requirements also vary among lenders.

A maximum of $2,500 per academic year may be borrowed if the educational costs require borrowing to this extent. Total loans outstanding may not exceed $7,500 for undergraduate or vocational students. This maximum may be extended to $10,000 for students who borrow for graduate study.

The repayment period begins nine to twelve months after the student graduates or withdraws from school. Repayment is made in equal installments over a period of from five to ten years. The student is required to pay a minimum of $360 per year on all the guaranteed loans received during the school years. Loans may be prepaid at any time without penalty.

Repayment may be deferred for up to three years while the borrower is a member of the Armed Forces, a full-time volunteer in the Peace Corps, or VISTA, or for any period during which he returns to a full-time course of study at an eligible school. The borrower is encouraged to make at least partial payments during such periods of deferment in order to reduce the principal amount of the loan.

Basic Educational Opportunity Grant Program (BEOG) (more commonly known as Basic Grants) is a new program of student financial aid which was authorized by Title I, Part A of the Education Amendments of 1972. This program provides for grants of $1,400 less the expected family contribution for all eligible students to assist them in meeting educational costs.

For the 1975-76 year a student must have begun his post-secondary education after April 1, 1974. He also must have been accepted for enrollment in, or be in good standing at an eligible institution of higher education which includes colleges, universities, vocational-technical schools, and hospital schools of nursing; and, he must be enrolled as at least a half-time student in an undergraduate course of study.

The law specified certain limitations on the amount that any student may receive under this program. If the Federal appropriation is sufficient to meet the total demand for Basic Grants, no award can exceed one-half of the cost of attendance. If the appropriation is not sufficient to meet the total demand, the law specifies how each award is to be reduced.

Under the Basic Grant Program, the student can be assured that his award will be availailbe to him (without regard as to funds available to the school he is attending) as long as he attends an eligible school.

Higher Education Program and Vocational Opportunities Program. The Department of Economic Security adminsters these two closely related Continuing Education Programs. Low income students who are members of families receiving Aid to Families with Dependent Children (AFDC) or Foster Care (FC) payments may be eligible for payments of $50 to $75 per month under these programs which seek to:

1. Identify promising and interested AFDC-FC recipients so that plans can be formulated to help them continue their education.

2. Assist AFDC-FC recipients in successfully adjusting to their continuing education so that they may graduate.

3. Enhance a more effective relationship between colleges, vocational schools, and the Department of Education so that educational opportunities will become increasingly available to AFDC-FC recipients.

Potential grant recipients are identified by the Department of Economic Security. Any active AFDC-FC recipient who is a full-time student at an accredited college (12 hours per week), university, or vocational school (25 clock hours per week) in Kentucky or adjoining states is eligible to receive a grant. A student becomes ineligible to receive a grant when he fails to carry the amount of credit hours required to be classified as a full-time student.

When a student reaches 21 or marries and, therefore, becomes ineligible for AFDC, he may continue to receive the grant through funds provided by the Kentucky Higher Education Assistance Authority. Income for Vocational Rehabilitation, scholarships, federally insured loans, part-time jobs, and so on, does not affect the student's eligibility.

War Orphans and Veteran's Dependents Scholarships. Any student (1) whose parent was killed while serving in the Armed Forces; (2) whose parent died as a result of a service connected disability; (3) whose parent is a permanently disabled war veteran, prisoner of war, or is missing in action may not be required

to pay tuition fees upon admission to a state-supported institution of higher education.

Vocational Rehabilitation Grants. Kentucky residents who are disabled and can show financial need, academic aptitude, citizenship, and character may receive partial to full payment of tuition, books and other fees.

Law Enforcement Education Program (LEEP). The 1968 Safe Streets and Crime Control Act, administered by the Department of Justice, provides funds for assistance to students in programs related to law enforcement.

Participating colleges make grants of $200 per quarter or $300 per semester to full-time law enforcement personnel to help defray costs of college-level courses. Ten-year, seven percent loans of up to $1,800 per year may be made to students who pursue a course of instruction designed to prepare them for law enforcement type work. Loans may be forgiven at the rate of 25 percent for each year a borrower is employed in law enforcement type work.

Nursing Student Loan Program. Needy full-time students enrolled in nursing programs may also be eligible for a Nursing Student Loan. These may be made up to $1,500 per academic year to an aggregate of $6,000 for loans for all years of any student.

Repayment of the loan with interest at three percent begins nine months after the student has completed the course of study. It may be canceled at a rate of 10 percent a year during full-time employment as a public professional nurse or during service as a teacher, administrator, supervisor, or consultant in the field of public nursing. A loan may be canceled totally at the rate of 15 percent a year for service in a public or nonprofit hospital in an area determined to have a substantial shortage of nurses at hospitals.

Nursing Scholarship Program. Any exceptionally needy student enrolled full-time in an accredited school of nursing education in any state, Puerto Rico, Guam, the Canal Zone, America Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands is eligible for this scholarship.

Scholarships of up to $1,500 are awarded by the school for any 12-month period. The student must be working toward a diploma in nursing, an associate degree in nursing, a baccalaureate degree or its equivalent, or a graduate degree in nursing.

Honor Scholarships. Scholarships based on academic aptitude, financial need, citizenship, and character.

Disabled Students. Eligibility: Resident students who are disabled, have an employment handicap, and can show financial need, academic aptitude, citizenship, and character. Amount: Partial to full payment of tuition, books, and other fees with renewal privileges.

KHEAA State Student Incentive Grant Program. The State Student Incentive Grant is a nonrepayable one-year monetary award available to Kentucky residents who are attending an institution of postsecondary education eligible to participate in the grant program and who are full-time students in their first three years of study. These awards range in amount from $200 to $840 and are based on financial need as determined by an evaluation of the individual's application for a federal Basic Educational Opportunity Grant (BEOG) and on the tuition rate of the institution the student wishes to attend. An applicant who is not eligible for a BEOG is not eligible for a SSIG.

KHEAA Student Loan Program. The Kentucky Higher Education Assistance Authority (KHEAA) Student Loan Program was established by the Kentucky General Assembly to offer financial assistance to Kentucky residents attending the state's postsecondary educational institutions. The program is designed to assist those undergraduate and graduate students who have been unable to obtain a Federally Insured Student Loan from one of the state's lending institutions.

The KHEAA Student Loan Program is operated like the FISL program except in the areas of student eligibility and loan amounts.

In order for a student to be eligible for a KHEAA Student Loan, he must be a resident of Kentucky enrolled in or accepted as at least a half-time student at an eligible institution. The student must be qualified for Federal Interest Benefits.

The Kentucky Tuition Grant is a nonrepayable one-year monetary award available to Kentucky residents enrolling as full-time students in twenty-one participating private Kentucky colleges after April 1, 1975. For 1975-76, awards range from $200 to $548.

Although the Kentucky Higher Education Assistance Authority does administer additional student financial aid programs, those listed above are ones which apply to the area of postsecondary occupational education above the high school level which culminates at less than the baccalaureate degree.

The following chart illustrates the programs of student financial assistance available at Kentucky's postsecondary collegiate institutions:

TYPES OF FINANCIAL AID AVAILABLE AT
KENTUCKY INSTITUTIONS OF HIGHER EDUCATION

INSTITUTION	BEOG	NOSL	CWSP	FISL	SEOG	LEEP	College Grants	College Loans	Athletic Scholarships	College or University Scholarships	Nursing Scholarships and Loans	Health Professions Scholarships and Loans	Institutional Employment	ROTC	United Student Aid Funds	Other
Alice Lloyd College	X	X	X	X	X		X	X		X						
Asbury College	X	X	X	X	X		X	X		X			X		X	X
Bellarmine College	X	X	X	X	X	X			X	X						
Berea College	X	X	X	X	X		X	X			X		X			
Brescia College	X	X	X	X	X		X	X	X				X			
Campbellsville College	X	X	X	X	X		X	X		X			X		X	
Centre College	X	X	X	X	X		X									
Cumberland College	X	X	X	X	X		X	X	X	X	X		X			
Eastern Kentucky University	X	X	X	X	X	X		X	X		X		X	X		
Georgetown College	X	X	X	X	X		X	X	X	X			X		X	X
Kentucky State University	X	X	X	X	X	X			X	X	X		X	X		X
Kentucky Wesleyan College	X	X	X	X	X			X	X	X			X			X
Lees Junior College	X	X	X	X	X			X		X						X
Lindsey Wilson College	X	X	X		X		X	X		X			X			X
Midway College	X	X	X	X	X		X	X		X	X					
Morehead State University	X	X	X	X	X					X	X		X	X		X
Murray State University	X	X	X	X	X	X		X	X	X	X		X			X
Northern Ky. State College	X	X	X	X	X				X	X	X			X		
Pikeville College	X	X	X	X	X			X		X	X		X			X
Southeastern Christian Coll.	X	X	X	X	X					X			X			X
Spalding College	X	X	X	X	X	X		X		X	X		X			X
St. Catharine College	X	X	X	X	X		X			X						
Sue Bennett College	X	X	X		X			X		X			X			X
Thomas More College	X	X	X	X	X	X	X			X			X			
Transylvania University	X	X	X	X	X		X			X			X		X	X
Union College	X	X	X	X	X		X	X		X			X		X	X
University of Kentucky	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
UK Community Colleges	X	X	X	X	X	X		X		X	X	X				X
University of Louisville	X	X	X	X	X	X	X	X		X			X			X
Western Kentucky University	X	X	X	X	X	X		X	X	X	X		X	X		X

Source: Kentucky Higher Education Assistance Authority, 1975.

VII. Conclusions

With the rapid expansion of postsecondary educational opportunities in the area of vocational-technical occupational preparation during the past decade, much concern has been expressed over the quality and quantity of such education programs, over the availability of training stations to those students in need of occupational training, and over the lack of any single orientation or method of cooperative organization and planning among the many educational units which provide such training. From the evidence available, it appears that Kentucky, through the public and private educational institutions within the state, is consistently providing quality educational programs leading to occupational preparation and that such opportunities are available to most persons interested in participating. However, with the exception of a Memorandum of Agreement between the State Board of Education and the Council on Public Higher Education regarding cooperative planning and program operation in this particular educational level, there have been no major efforts toward solving the problems inherent in a diverse and fragmented educational system. At present, the single unifying agent in the area of postsecondary occupational education in Kentucky is the Kentucky Higher Education Assistance Authority which administers financial assistance programs for students in all of the programs available.

The agreement reached between the State Board of Education and the Council on Public Higher Education provides the opportunity for overall cooperation and coordination in the operation of the state's postsecondary

occupational education programs; and if given the time necessary to establish the required background of personnel and information for such efforts, the agreement promises to alleviate many of the present organizational problems. However, the independent agencies which also provide educational opportunities and regulations in the same fields of study (independent colleges, proprietary institutions, and the various licensing boards) are outside the scope of the agreement. Therefore, without some form of unification among the variety of institutions and programs available, the possibility remains that students could be denied pursuit of their educational goals or, at minimum, hampered in their efforts by the organizational and governance structures of postsecondary occupational education.

Therefore, the proposals made during the 1972-74 interim, as discussed in Section I and the suggested legislation presented during the 1974-76 interim by the Subcommittee on Governance of Education of the Joint Interim Committee on Education remain as items of consideration. As examples of methods by which the problems of coordination in Kentucky's postsecondary occupational education enterprise could be alleviated, these legislative proposals have value. There are, of course, several alternatives by which better cooperation and coordination could be achieved. Included are:

1. Creation of a Council on Public Postsecondary Education, as proposed during the 1972-74 interim (see Appendix E for a copy of the legislation).

2. Establishment of a Council on Education in Kentucky, as proposed during the 1974-76 interim.

3. Enactment of legislation making the appointed State Commission on Postsecondary Education a permanent agency of state government.

4. Supporting the actions currently under way by virtue of the Memorandum of Agreement between the State Board of Education and the Council on Public Higher Education.

Whether legislative action, to establish any of the above organizational structures or legislative support for the current cooperative programs of the principle educational organizations in the state, would totally alleviate the problems of postsecondary occupational education is uncertain. However, support for the concept of overall educational planning, organization, and opportunity is essential if the state is to provide quality education and training opportunities for occupational preparation.

In December of 1971, a special Task Force on Occupational Education in Postsecondary Education of the Education Commission of the States reported on its findings of studies on the institutional and governmental responsibilities with regard to occupational preparation through postsecondary education. The Task Force stated:

> Since the primary responsibility for education and educational planning must and does rest with the states, the Task Force believes that each state has a clear responsibility it cannot deny to develop a comprehensive plan of education, serving all its citizens-- the professional, the college bound arts and science major, the adult, the business and teaching major, but equally the technical, vocational, and career oriented student in programs fitted to his special interests and needs.[1]

In the areas of state planning and program coordination, the Task Force report continued:

> Essential to effective state responsibility and leadership in career and occupational education is recognition of the state's responsibility for comprehensive statewide planning. Such planning should be clearly distinguished from the development of limited state plans for federal purposes in accordance with federal guidelines. To the contrary, the development of such limited plans should be based upon, grounded in, and be consistent with the state's comprehensive planning efforts . . .

---

[1]Report of the Task Force on Occupational Education in Postsecondary Education, Education Commission of the States, Denver, 1971, p.3.

> State planning for career and occupational education to be effective must be integral to all other forms of statewide planning for education . . .
>
> Essential not only to planning but to effective implementation and operation is coordination of efforts, institutions, and agencies. While each state should identify an agency primarily responsible for such coordination and administration, that agency should not be so narrowly defined as to exclude other interested agencies or groups from involvement in policy development or operational concerns. While the specific form of the agency or even the particular agency may vary from state to state it should have sufficient stature to command the respect and elicit the cooperation of other relevant institutions and agencies and sufficient authority in cooperation with other agencies and institutions to implement planning.[2]

Where the Education Commission of the States Task Force described in general terms the overall programs and planning necessary for coordinated postsecondary occupational education, discussion of a specific state-level example has been forwarded by former North Carolina Governor Terry Sanford. In his book, But What About the People?, Sanford reviews the decisions made in his state regarding the operation of a state system of postsecondary education. Expressing the theory behind the proposals for a coordinated state system, Sanford states that:

> . . . the perpetuation of two increasingly similar but separate systems of post-high school institutions of two-year grade cannot be justified either on educational or on economic grounds; and that state-level supervision of the two systems by different agencies will lead to undesirable competition, lack of effectiveness and efficiency, and economic waste.[3]

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[2]Op Cit., Report of the Task Force on Occupational Education in Postsecondary Education, pp. 11-12, 14-15.

[3]Sanford, Terry, But What About the People? (New York: Harper and Row, 1966), p. 103.

The current situation, in which educational programs pertaining to postsecondary occupational preparation are administered by various organizational structures (under a minimum of fifteen chapters of the Kentucky Revised Statutes and multiple regulations) with differing achievement levels for different types of institutions, is at best confusing to the student population, the educational planners, and the people responsible for providing student counseling and financial assistance toward continued education beyond high school. Although the educational offerings at each of the institutional levels (vocational-technical school, proprietary school, and collegiate) enable vocational-technical occupational preparation for different types of jobs within a single occupational area and although in a period of industrial and service occupational specialization it is necessary to provide instruction for training at each level, it is important to provide a mechanism by which the student may move with ease from one level and institution to another as his needs and the requirements of employment change. It is also important to ensure that the educational system of the state is one with a central purpose of providing essential training and instruction suited to meet the educational needs of the citizens. Therefore, planning for the educational opportunities in the area of postsecondary occupational preparation should be conducted jointly by the several units of Kentucky's educational enterprise to ensure not only adequacy of program but also the ability of the student to pursue continued education and training.

APPENDIX A

Sample Responses From
Survey of Kentucky Manufacturers

Westvāco

April 14, 1975

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
State Capitol
Frankfort, Kentucky 40601

Dear Mr. Alexander:

The following is in response to your inquiry dated March 27, 1975:

1. Manufacturer - pulp and paper.

2. High School or equivalent (GED)

3. Maintenance Department - program provides training in basic maintenance skills - electrical, pipe-fitting, machinist and millwright. Instruction consists of programmed home study courses, tests of acquired knowledge and on-the-job experience.

   Operating departments - training is entirely on the job.

4. Currently participate in the co-op. programs at Paducah Community College (computer programmer) and with the Engineering Department at the University of Louisville (chemical engineer).

5. See 4, above.

6. Vocational schools do not provide qualified candidates for our Maintenance Department, as our entry level maintenance employees must be fully qualified journeymen in at least one of the basic maintenance skills. Other than this, graduates of vocational schools and community college technical training programs generally meet our entry level requirements.

7. Yes.

Yours very truly,

Bruce G. McAbery
Personnel Manager

BGM:jt

Fine Papers Division
Box 278
Wickliffe, Kentucky 42087
Telephone: 502-335-3131

CTS OF PADUCAH, INC.
SUBSIDIARY OF CTS CORPORATION-ELKHART, INDIANA

1565 N. EIGHTH STREET
POST OFFICE BOX 69
PADUCAH, KENTUCKY 42001
TELEPHONE (502) 442-1641
TWX 810-546-1152 CABLE CTS

April 10, 1975

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
State Capitol
Frankfort, KY 40601

Subject: Occupational Education Programs

Dear Mr. Alexander:

In response to your March 27 letter, I am listing below the answers to your survey questions in the order that they are listed on the attachment to your letter.

1. The principle operation of our firm is to manufacture raw frame loudspeakers for the electronic entertainment industry.

2. Depending upon job function, educational requirements for employees at CTS of Paducah range from high school or equivalent through Bachelor of Science at the college level.

3. Only two in-house on-the-job formal training programs are conducted at CTS of Paducah. These are for our Electrical Maintenance Apprenticeship and Tool & Die Apprenticeship Programs. Presently, these are conducted in conjunction with the ICS Correspondence Programs. These apprenticeship programs are approved by both the State of Kentucky and the U. S. Apprenticeship Councils.

4. We have recruited and continue to recruit employees who have had formal technical training from Paducah Tilghman Area Vocational School in several fields, including electronics, drafting and shop. We have also done some recruiting from Paducah Community College for secretaries and chemistry technicians.

5. We do not have any form of cooperative work-schooling training program in conjunction with any of Kentucky's vocational schools or community colleges.

6. In answer to items 6 and 7, on behalf of CTS of Paducah, I have been working with a study group consisting of Mr. Brown from Paducah Area Technical Vocational School, Dr. Clemens of Paducah Community College, Mr. Don Miller, Director of Facilities Construction for the Kentucky Department of Education, and Mr. Charles Wade, Director of Division of Vocational Program Development of Kentucky Department of Education, in their work with industry and various other community interests to develop new vocational-technical education programs for the Community College, the existing vocational schools and the planned new vocational school for Western Kentucky in Paducah. I believe that with the present available facilities, we are able to recruit our needs for the programs listed in item 4 above. However, with the concerted effort which appears to be taking place to improve vocational education in Western Kentucky and the responsive attitudes of our local educators, we have every reason to anticipate that the programs offered at the new vocational school will provide for all of our needs for technically trained people within the next three to five years.

Very truly yours,

CTS OF PADUCAH, INC.

James C. Tidwell
General Manager

JCT/ejw

ELECTRIC MOTOR DIVISION · ROUTE 4, STOP 27A · MT. STERLING, KENTUCKY 40353 · 606 498-1020

A.O. Smith CORPORATION

April 7, 1975

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
State Capitol
Frankfort, Kentucky 40601

Dear Mr. Alexander:

This is in reply to your letter dated March 27, 1975, on the subject of Occupational Education Programs. Our reply to the seven questions listed in your attached memorandum are as follows:

1. Our company manufactures electric motors used in the air conditioning, refrigeration, and dishwashing industries.

2. We have no set minimum educational level for employment by our company.

3. Our in-plant training programs for hourly employees are essentially "on the job" training.

4. Yes, we have in the past recruited employees with vocational training in the area of tool room skills.

5. No.

6. From the indications I have about technical training programs, I would say the programs are adequate.

7. Yes, however, the answer to this question may be influenced in part by the fact that we currently have approximately 400 employees on lay off status. We have in the past experienced some difficulty in obtaining qualified employees in such categories as Tool Room and Electrical Maintenance.

We trust this information will be helpful to you in compiling your report.

Sincerely,

William J. Riley
Manager - Personnel

100

WJR/vj

a Century Forward

TECUMSEH PRODUCTS COMPANY
THE WORLD'S LARGEST MANUFACTURER OF COMPRESSORS FOR THE REFRIGERATION INDUSTRY
SOMERSET DIVISION
SOMERSET, KENTUCKY 42501

April 1, 1975

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
Frankfort, KY 40601

SUBJECT: Questionnaire Dated March 27, 1975

Dear Mr. Alexander:

Your letter dated March 27, 1975 has been referred to this office for disposition. The responses listed below correspond numerically to your attachment of the above mentioned letter.

Item #1. Principal operation is the manufacturing of hermetic refrigeration compressors. High volume, close tolerance cast iron machining and assembly of parts.

Item #2. No minimal educational requirements.

Item #3. Training accomplished mostly on-the-job using experienced operators and first line supervision.

Item #4. No active recruiting of vocational types, however, verified vocational training would increase an applicant's employment possibility.

Item #5. Instructors from the Somerset Area Vocational School have been allowed to observe operations and techniques up to 40 hours per week. No program currently in existence.

Item #6. For this Company's operations (incentive) and close tolerances (thousandths), we have found that the local Vocational School does not have comparable equipment to adequately instruct potential employees. However, as stated in Item #4, we find that in general, employees having vocational training do make significantly better machine operators requiring less break-in-time.

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TECUMSEH

Item #7. Biggest void is the lack of high skilled (journeyman types) in machine repair, electrical and tool making fields. It is highly improbable that sufficient numbers of types could be attained within the next five (5) years. Would strongly recommend emphasis in training in the above mentioned fields.

Sincerely,

TECUMSEH PRODUCTS COMPANY

M. T. Vaillancourt
Director, Industrial
Relations/Personnel

MTV:bgh

CHEMETRON Tube Turns
Division of Chemetron Corporation
P.O. Box 987
Louisville, Ky. 40201
Telephone (502) 774-6011

May 19, 1975

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
Office of the Director
Frankfort, Kentucky 40601

Subject: Occupational Educational Programs

Dear Mr. Alexander:

Thank you for including Tube Turns in your research effort. In response to your letter of March 27, 1975, we hope that the following information will be of some assistance to you.

The principle operation of Tube Turns is the manufacture of welding fittings and flanges and speciality components used in the production of energy in its various forms.

Minimum educational level requirements for employment vary from job to job. We have no stated educational requirements for many jobs, and, in many instances consider related experience to be of prime importance.

Tube Turns provides three basic in-house, on-the-job, formal training programs for our employees. The first of these is a formal apprenticeship program for Maintenance Mechanics and for Tool and Die. Both of these programs include both on-the-job instruction as well as classroom study, including correspondence courses.

Secondly, we have a welding school within our organization in which we provide instruction and testing in the various processes and to the various levels required in our manufacturing.

Finally, we provide both on-the-job training and in-house classroom training in nondestructive testing for the purpose of keeping our quality control personnel at certified levels as well as for upgrading of lower-rated inspectors.

We actively recruit employees who have had formal training in welding and/or machining. We do not, however, have any form of cooperative work-schooling training program.

We feel that the level of training provided in the state vocational school and community college technical training programs is adequate

for current needs. Further, we feel that we will be able to recruit a sufficient number of adequately trained personnel to meet the employment needs of Tube Turns for the next five years. Much, however, will depend on what direction the general state of the economy takes in the next few years.

We sincerely hope that we have sufficiently answered each of your questions. However, should you need additional information or elaboration on any point covered, please feel free to contact us at any time.

Very truly yours,

Elvis L. Vaughn

Elvis L. Vaughn
Labor Relations Supervisor

ELV/drw

UNION CARBIDE CORPORATION
NUCLEAR DIVISION
P O BOX 1410, PADUCAH, KENTUCKY 42001

April 8th 1975

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
The State Capitol
Frankfort, Ky. 40601

Dear Sir:

Attached here-with is our answer to your request for information as pe your attachment, Memorandum to Kentucky Manufacturing and Industrial Firms.

It should be understood that our activities at the Energy Research and Development Administrations Gaseous Diffusion Plant, Operated by Union Carbide Corporation Nuclear Division, can not be equated with ordinary Industrial activities. There are only three such plants in the United States, and our employees can not be any means be compared with other light or heavy industry in skills and technology.

We will be happy to supply you with any other information that you require that does not lie within the limits of required National Security .

Sincerely,

G.K. Bryant

G.K. Bryant
Public Relations and Training.

ATTACHMENT TO INDUSTRIAL OCCUPATIONAL EDUCATION PROGRAMS

1. Principle Occupation of Firm : Chemical Enrichment of Uranium - 235 for the Federal Energy Research and Development Administration.

2. Minimum Educational Levels: Different job classifications have individual standards. Engineers and Physics as opposed to janitors and labors at the other end of the scale.

3. Are In-House Educational Programs provided: Yes. Formal and on-the-job training for crafts and management are provided.

4. Is active recruitment done in Ky schools and colleges: Yes. Employment have formal and scheduled recruitment activities through out the state.

5. Co-op with Vocational and Community Colleges: Summer employment only. We have a Co-Op Program with the University of Ky.

6. Are training levels of state institutions sufficient for entry-level jobs. Yes, as a rule. However, due to our type of work and job needs, in almost every case additional in-house training is needed. This is no reflection on state institutions as no school can provid us with fully trained workers.

7. Will in 5 years will be able to recruit adequately trained employes for firm: As explained above it is to be expected that our entry level needs can be met.

ARMCO STEEL CORPORATION

GENERAL OFFICES • MIDDLETOWN, OHIO 45043

ARMCO

ADDRESS REPLY TO
ASHLAND WORKS
P. O. BOX 191
ASHLAND, KY 41101

May 12, 1975

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
State Capitol
Frankfort, Kentucky 40601

Dear Mr. Alexander:

Re: Occupational Education Programs

In response to your request for information concerning our organization, we are happy to respond to each of your questions. We hope that the information we are able to provide will assist you in your research project.

1. What is the principal operation of your firm?

   Armco Steel Corporation's Ashland Works is a very modern steel plant producing high quality, low carbon sheet steel of many grades for industry.

2. What, if any, are the minimum educational level requirements for employment by your firm?

   We have no set educational requirements for entry into labor level positions in our plant. We do require that an applicant be able to read and write.

3. Does your firm provide in-house, on-the-job, formal training programs for your employees? If so, please elaborate on the type of each program.

   Yes, our firm offers a very large amount of in-house training, both formal and on-the-job training programs. Some of the formal training programs offered are:

   Educational Assistance Program - Tuition payments for employees taking a course or courses at a recognized college or university. These courses must be related to the individual's present position or some position within the foreseeable future.

Foreman's Information - Course designed to acquaint new foremen with the function of staff and service departments. Will provide information concerning what is available to him when he needs technical, maintenance or personnel assistance.

Management Conference-Marshall University - New views and practices in the business world.

Training Seminar - Professional practices in industrial training - update.

Testing Seminar - Latest information on validation and techniques on currently used testing procedures.

Accident Prevention Fundamentals - Safety program including policies, attitudes, observations, inspections and records.

Mobile Equipment Safety - The safe way of operating all mobile equipment within the plant.

Team Goal Setting - Specified procedures for involving all supervision in setting departmental objectives.

Communispond - Effective verbal communications - expression, articulations, gesture, etc.

Models for Management - A look at various management styles with an in-depth look at how a supervisor sees himself and how he is seen by those other supervisors with whom he works.

Safety Trainees - Two weeks actual experience working in the Safety Department for operating and service departments foremen.

These classes are offered almost entirely to salaried employees. Many are on Company time.

Also, in the formal training classification we have an evening training program which is voluntary and offered to

all our employees on their own time. A copy of our most recent offering is included. In addition to these classes we have used the local vocational school for such classes as, 'Automotive Tune Up' and 'Advanced Automotive Tune Up'.

Our biggest formal training program is our Apprenticeship Program. We offer our employees full apprentice training in: welding, machinist, blacksmith, electrical construction, diesel electric, electric, pipefitting, rigger, instrument repair, power repair, steam power maintenance, roll turning, masonry, patternmaking and millwrights. With the exception of the welding and roll turning apprenticeships, which are three year (6240 hours), the apprenticeships are four years (8320 hours). This involves on-the-job training as well as classroom work. Apprentices are selected on the bases of seniority and we have a large waiting list of employees anxious to get into this program.

As a result of our promotion from within policy, both hourly and salary entry level employees ultimately promote to higher positions as opportunity occur. Consequently, their training for higher positions is informal on-the-job type training.

4. Does your firm actively recruit employees who have had formal technical training in one of Kentucky's vocational schools or community colleges? If so, please elaborate on the type of training programs from which you recruit new employees.

No, since we are fortunate enough to have excellent 'walk in' supply of qualified entry level candidates, it is not necessary for us to do any active recruiting at vocational schools or community colleges.

5. Do you have any form of cooperative work-schooling training program between your firm and any of Kentucky's vocational schools or community colleges? If so, please describe.

Not at present. The nature of our work does not lend itself to cooperative work with vocational schools or community colleges. However, we have, when occasion permitted, used vocational co-op's for key punch and an occasional community college student for clerical co-op. Contract provisions make it difficult to be more flexible.

6. Do you feel that the level of training provided in the state vocational school and community college technical training programs is adequate to meet the entry-level employment needs of Kentucky business and industrial-manufacturing firms? Please explain, if no.

Yes, those industries that are able to hire vocational school and community college graduates directly into the

field for which they are trained can profit considerably from the level of training the state vocational school and community colleges provide.

7. Do you feel that within the next five years that you will be able to recruit a sufficient number of adequately trained personnel to meet the employment needs of your firm?

Yes, the only area in which we have difficulty filling entry level jobs is within our professional employees: Engineers, Metallurgist, Accountants and Systems personnel. Normally, we are able to hire a sufficient number of professional employees through an extended, on college campus recruiting program.

J. Edward Maddox
Assistant to Manager
Ashland Works

JEM:me

Enclosure

ANACONDA

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
Kentucky State Capitol
Frankfort, Kentucky 40601

Dear Mr. Alexander:

RE: Occupational Education Programs
Ref: Your Memo of 3/27/75

In response to your memorandum on occupational education, we have answered your questions as we see them.

We have had many questionnaires on this subject but see little change. It appears that 'status quo' is the order of the day, yet I do feel the systems need rework.

Sincerely,

R. A. Sneddon
Plant Manager

RAS/jma

Attachment - Questionnaire Answers

The Anaconda Company Aluminum Division Sebree Reduction Plant P.O. Box 44 Henderson, Kentucky 42420 502/521-7811

QUESTIONNAIRE ANSWERS -

RE: Occupational Education Program - Manufacturing and Industrial Firms of Kentucky

1. What is the principle operation of your firm?

   Primary aluminum smelter - conversion of aluminum oxide to aluminum metal.

2. What, if any, are the minimum education level requirements for employment by your firm?

   With the exception of a few specific managerial or jobs requiring technical backgrounds, there are none.

3. Does your firm provide in-house, on-the-job, formal training programs for your employees? If so, please elaborate on the type of each program.

   Yes. The orientation training program in the instruction of safety and how to operate the machines and equipment here at the plant.

4. Does your firm actively recruit employees who have had formal technical training in one of Kentucky's vocational schools or community colleges? If so, please elaborate on the type of training programs from which you recruit new employees.

   Yes. We recruited a female for our Drafting Department from Henderson Vocational School. I am aware of that in the past there has been considerable communications with the Madisonville and Hopkinsville Vocational Schools in reference to prospective environmental employees.

5. Do you have any form of cooperative work-schooling training programs between your firm and any of Kentucky's vocational schools or community colleges? If so, please describe.

   No.

Continued .....

6. Do you feel that the level of training provided in the state vocational school and community college technical training programs is adequate to meet the entry-level employment needs of Kentucky business and industrial-manufacturing firms? Please explain, if no.

   Yes. There are other areas where further assistance could be of help. We are working closely with Henderson Community College. It appears to me that in a town the size of Henderson, the Community College and the Vocational School should have closer cooperation for facility utilization. They do not take advantage of each system's obvious strengths.

7. Do you feel that within the next five years that you will be able to recruit a sufficient number of adequately trained personnel to meet the employment needs of your firm?

   Yes.

An ATHLONE Company

GREEN RIVER STEEL

A DIVISION OF JESSOP STEEL COMPANY
OWENSBORO, KENTUCKY 42301

April 1, 1975

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
State Capitol
Frankfort, Kentucky 40601

Dear Mr. Alexander:

Re: Occupational Educational Programs

1. The principle operation of our firm is steel manufacturing;

2. We have no minimum educational level requirements for employment but prefer High School or equivalent;

3. We provide on-the-job training in our units of millwrights; pipefitters and electricians via a line of progression from helper to skill;

4. We actively recruit employees who have vocational school background in combination welding and those with machinist training;

5. We do not have any form of cooperative work-schooling programs;

6. Speaking for the Owensboro Area, we are delighted with the quality of student they produce. Our local Vocational School has assisted us on many occasions;

7. The information outlined in 3. above and a continued policy referred to in 6. above assures us of a sufficient number of trained personnel.

We are impressed with the Vocational Training system locally and wish that more of our youth would participate.

The Standard Products Co.

510 HENRY CLAY BLVD.
POST OFFICE BOX 990
LEXINGTON, KENTUCKY 40501

April 3, 1975

Commonwealth of Kentucky
Legislative Research Commission
Office of The Director
Frankfort, Kentucky 40601

Re: March 27, 1975 request.

Gentlemen:

In reply to your request for information about Occupational Education Programs, we respond as follows:

1. The principle operation of our firm is manufacturing automobile window hardware.

2. We have no minimum educational level requirements, although most of our people have at least a grade 8 level completion.

3. The on-the-job training for employees is informal since ours is basically semi-skilled work which does not require elaborate training.

4. Although we employ vocational school students we do not actively recruit.

5. No, we do not have a cooperative work-schooling training program with any vocational school or community college.

6. For our type of factory work we have had success with graduates. Since we have very little occassion to employ skilled applicants, we are not in a position to offer judgment on the adequacy of training in those schools.

7. Yes, recruiting for our semi-skilled work in the next five years should not be a problem.

Very truly yours,

THE STANDARD PRODUCTS CO.

Charles Stinnett

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Charles Stinnett
Personnel Manager

CS:cps

Ashland

ASHLAND OIL, INC. • POST OFFICE BOX 391 • ASHLAND, KENTUCKY • 41101 • PHONE (606) 329-3333

May 29, 1975

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
State Capitol
Frankfort, Kentucky 40601

Dear Mr. Alexander:

The attached response is to assist you in your study of the Post-Secondary Occupational Education Programs as requested by Senate Resolution 64. We have answered all seven questions and have taken the liberty of making some additional comments regarding the state's system of Post-Secondary Occupational Education.

We hope this will add to your study and we thank you for the opportunity to comment.

Sincerely,

Harry J. Newman, Manager
Personnel Selection & Development

hhl

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1. Ashland Oil, Inc., with headquarters in Ashland, Kentucky, is a diversified world-wide corporation whose principal businesses include petroleum exploration, production, refining, transportation and marketing; chemical manufacturing and sales; road building, other construction operations and the supplying of construction materials and coal operations.

2. We have no minimum education limit as such. Educational level varies in relation to specific job requirements.

3. In-House
   - Supervisory Development Program
   - Management Development Program
   - Executive Development Program

   On-the-Job
   - Keypunch Operators
   - Offset Duplicating Machine Operators
   - Craft Apprenticeships - Refinery
   - Instrumentation Training Program

Keypunch Operators - Prospects for this position must demonstrate a typing skill of 40 words per minute with 80% accuracy on a ten-minute test. New operators are trained on practice exercises for approximately one week before punching simple programs for actual use. These, of course, are verified prior to being used. Work load is increased as proficiency is attained.

Offset Duplicating Machine Operators - New operators are trained through a variety of functions during their first year. Some of these would be wrapping forms, cutting paper to size, labeling, punching, collating, spiral binding, and operation of a small offset printing press. From there they learn other functions such as camera work, dark room work, paste up, etc. To become qualified as a senior operator on all functions would require approximately three years.

Craft Apprenticeship - Refinery - (Covered by labor agreement). Apprentices are selected from regular refinery employees. Apprentices must enroll in an approved study course relating to the craft in which they are specializing. Classroom facilities are provided, and apprentices are required to attend these classes regularly for an average of not less than two (2) hours weekly. Examinations are taken under supervision without benefit of textbooks except where specified or approved by the Apprentice Supervisor. Apprentices serve 5,400 hours and not less than three (3) years. However, upon recommendation of the Department Head and Personnel Manager, credits in time may be granted for previous craft experience and training supported by satisfactory documentary evidence. Such credits which will be

applied to shorten the three (3) year apprentice term are ordinarily limited to six (6) months except in unusual cases, and in such cases the apprentice will submit the required number of lessons during his term of apprenticeship even though this means the completion of more lessons during each six-month period than would ordinarily be required.

Instrument Technician Training - In addition to participating in the regular Refinery Craft Apprenticeship, Instrumentation Technicians also participate in a 24 week, comprehensive, "hands on" instrument workshop training course. This training includes the checking, dismantling, repairing, reassembling, and testing of the various instruments utilized throughout the refinery operation. Trainees spend two weeks in the workshop and two weeks on their job until the full 24 weeks of training have been received.

4. Yes. We have cooperative programs in a number of the trade and industry disciplines. See Question No. 5.

5. Yes. We have cooperative training programs at the high school, vocational school, and community college level.

At Paul G. Blazer High School we co-op students in the Cooperative Office Practice Program. These students must be seniors and have completed or will complete upon graduation a curriculum commensurate with their declared vocational objectives. They attend classes for one-half day and work one-half day.

At the Ashland State Vocational/Technical School we co-op students in Drafting, Industrial Electricity, Electronics, Auto Mechanics, Auto Body and Fender, Carpentry, and Welding. These students attend classes one month and work one month alternately.

At Ashland Community College we co-op students in Professional Secretary Program and Accounting Technology. Students in the Professional Secretary Program attend classes one-half day and work one-half day. Students in the Accounting Technology Program attend classes a semester and work a semester alternately.

6. Yes.

7. Yes. However, we would like to express support for the Career Education movement in secondary education. It has been our observation that career counseling at the high school level has been lacking in a totally informed approach. Often the counselor can only talk about higher education in preparation for certain jobs and does not know about many of the other very fine job opportunities and vocations.

There is a growing concern among all industry in our region over what is happening to post-secondary vocational education. Although great strides have been made in secondary vocational education in the past 10 years and there is still more to be done, there seems to be an imbalance in the planning for post-secondary in order to handle all those who would want to advance from the secondary after high school graduation to the post-secondary. We sight this apparent imbalance based on the following observations:

A. Fiscal planning for these additional secondary vocational schools has seemingly transferred money from post-secondary to secondary. The state, with ARC funds and other federal funds, has been able to build and equip the secondary schools. The additional money to staff and continually run the secondary programs appears to be a case of draining the post-secondary school program budgets and transferring these funds to the other budgets. We feel this situation calls for some review and guidance.

B. In the establishment of some of the educational regions (regionalization through ROPES, etc.), again monies from post-secondary schools and program were diverted to fund the additional layer of administration imposed upon vocational education. We feel that vocational education, which had been regionalized for a number of years, led the way and illustrated to general education and the State Department of Education the value and potential of regionalization. Therefore it was generally felt that it would be a good move for general education to cooperate under a regional plan. The many advantages are generally accepted and will not be commented on here. However, rather than accept, transfer, and absorb the already established and successful vocational education regional administration (which was already funded), an additional layer of administration was established in several of the regions. This required additional funding (which again has tapped the funds of post-secondary programs and equipment) and hurt the teamwork and morale of an already successfully functioning regional team. You will hear that the funding came from ARC, etc., but this was for initial staffing, and we must ask if the on-going funding for this additional taxpayer load will drain post-secondary any further.

C. Regionalization does not seem to help the concern and need for integrated planning between the Community College System and the Post-Secondary Vocational Education System. Potentially, duplication of programs, friendly competition for program establishment and funds, and varying standards for certification could waste taxpayers' money. Perhaps it is asking too much

for regionalization to have solved the problem since the administrative reporting relationship of the Community Colleges and the Area Vocational Education Schools follows separate paths.

* Community College - University of Kentucky - Higher Education Division of the State Department of Education - State Superintendent.

* Area Vocational School - ROPES or Region - Vocation Education Division of State Department of Education - State Superintendent.

Although everyone concerned would admit to the need for integrated planning, there seems to be none. Perhaps this warrants some attention, research, direction, and planning.

D. If our region is any example, there should be some concern for up-to-date equipment, program expansion, and facility expansion for post-secondary schools. There has been virtually no capital money available for the last three or four years to replace obsolete and/or worn-out equipment, to add new programs and equipment in line with advancing technologies, and to expand the facilities in order to accept the larger numbers from the expanded secondary programming. We have been concerned over this for three years now and neither the State Department of Education nor ROPES have come forth with a long-range definitive plan to answer these concerns. If one exists, it has not been shared with advisory councils, with industry, labor and business, and the general public.

E. There is also a growing concern over rapid expansion of central staff in the State Department of Education, not because of size necessarily but because of results. We agree that for education to make the progress that is a must in Kentucky, a competent and functioning central staff is necessary. However, as you can see from the above concerns and comments, this large central staff does not leave us confident that good long-range and integrated planning is taking place. Again, perhaps it is and the problem is one of communications, public relations, and the sharing of information.

Although these are concerns and comment as invited, we want to stress our appreciation for the job that all education is doing. We are pleased with the Cooperative Education Programs and the products of these programs. We feel we have good relations with all areas of the educational community and will continue to do our part to support and cooperate. But if we are to be truly involved, we want to be a part of helping education make further progress through our observations and comment. Although we are lacking in enough facts to support our concerns, our concerns and observations are strong enough to comment on them and suggest that they are worthy of inquiry, advice, and counsel.

GLE ADDRESS: UNIWEARCOM

UNION UNDERWEAR COMPANY, INC.

a subsidiary of Northwest Industries

OST OFFICE BOX 780 • BOWLING GREEN, KENTUCKY 42101

EN'S DRESS & SPORT SHIRTS · MEN'S, BOYS' & INFANTS' UNDERWEAR

MORE MEN AND BOYS WEAR

FRUIT OF THE LOOM

UNCONDITIONALLY GUARANTEED

UNDERWEAR THAN ANY OTHER BRAND

April 14, 1975

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
State Capitol
Frankfort, Kentucky 40601

Dear Sir:

Regarding your questionaire of March 27, 1975, I have listed the questions and my answers on a separate sheet. I hope this is sufficient for your purposes; but if it is not, please call upon me at any time.

Yours truly,

UNION UNDERWEAR COMPANY, INC.

Hugo H. Becker
Director of Personnel

HHB:ala

1. Q. What is the principle operation of your firm?

   A. Manufacture men's and boys' underwear.

2. Q. What, if any, are the minimum educational level requirements for employment by your firm?

   A. Educational requirements range from 0 to specific advance degrees depending on the job.

3. Q. Does your firm provide in-house, on-the-job, formal training programs for your employees? If so, please elaborate on the the type of each program.

   A. We provide informal on the job training for all factory and clerical positions.

4. Q. Does your firm actively recruit employees who have had formal technical training in one of Kentucky's vocational schools or community colleges? If so, please elaborate on the type of training programs from which you recruit new employees.

   A. We do not normally recruit vocational school or community college graduates.

5. Q. Do you have any form of cooperative work-schooling training program between your firm and any of Kentucky's vocational schools or community colleges? If so, please describe.

   A. We have no "Co-Op" programs.

6. Q. Do you feel that the level of training provided in the state vocational school and community college technical training programs is adequate to meet the entry-level employment needs of Kentucky business and industrial-manufacturing firms? Please explain, if no.

   A. We have not had a change to evaluate these programs.

7. Q. Do you feel that within the next five years that you will be able to recruit a sufficient number of adequately trained personnel to meet the employment needs of your firm?

   A. I believe that we will have to expand our recruitment base for several reasons.

APPENDIX B

Memorandum of Agreement:
State Board of Education and
The Council on Public Higher Education

AN INTER-AGENCY MEMORANDUM OF UNDERSTANDING AND AGREEMENT POST-SECONDARY, VOCATIONAL-TECHNICAL EDUCATION

The demand for post-secondary vocational-technical education is rising rapidly in the Commonwealth, and although the area vocational schools, the University of Kentucky Community College System, the public four-year college and universities, some of the independent colleges, and the proprietary schools are all involved in providing programs of post-secondary, vocational-technical education, the demand still exceeds what is currently available.

Resources for development and expansion of such programs are limited in both public and private sectors. In the case of the public institutions, funds derive primarily from state and federal sources, and the increasing demands upon the financial resources for public education make it imperative that there be a high degree of coordination and cooperation in the planning and administration of vocational and technical education programs to achieve the greatest returns on the tax dollar invested by the public in support of this area of education.

Agency Responsibilities

The State Board of Education is vested with the authority to carry out the purposes of the program of vocational education and the provisions of the Acts of Congress -- (KRS 163.030). This includes responsibility for the development of an annual "State Plan for the Administration of Vocational Education" which includes various post-secondary vocational programs. The

Vocational Education Act of 1963 and subsequent acts concerning vocational programs have taken recognition of the roles of community colleges in providing programs of technical education. Funds appropriated under these Acts are eligible for support of technical programs in community colleges.

The Council on Public Higher Education is vested with the responsibility of developing comprehensive plans for public higher education which meet the needs of the Commonwealth. "The plans so developed shall conform to the respective functions and duties of the state colleges and universities, the community colleges and the University of Kentucky as provided by statute. The Council shall for all purposes of federal legislation relating to planning for public higher education, be considered the 'single state agency' as that term may be used in federal legislation" -- (KRS 164.0202). The term 'single state agency' applies also to the State Board of Education in the Vocational Education Act of 1963 and its amendments pertaining to the development of an annual "State Plan for the Administration of Vocational Education". This responsibility is exercised under mandate of the Act and for the management and control of programs, services, and activities supported by the provisions of the Vocational Education Acts and the State Plan.

Need for Coordination

The need for coordination of post-secondary, vocational-technical education is generally recognized in Kentucky, and the satisfaction of this need falls heavily and primarily upon the State Board of Education and the Council on Public Higher Education, the two public bodies having responsibilities legally assigned and mandated.

To effect coordination between these two bodies, aware of the responsibilities of each agency, a Memorandum of Understanding and Agreement is drawn, adopted, and subscribed to cooperatively by these two public agencies and their chief administrative officers.

This Memorandum will serve to provide guidelines for more effective planning, development, and coordination of post-secondary, vocational-technical education in the Commonwealth.

Programming

1. The staff of both the Board and the Council will cooperate in a comprehensive review and assessment of the needs, status, and direction of vocational and technical education in Kentucky with the view of preparing a statewide plan for the orderly, systematic, and coordinated development of programs as deemed necessary to meet the needs of the people of Kentucky in this area of education. This plan will particularly give attention to the relationship between educational programs to be offered at the secondary level and those to be offered at the post-secondary level in order that any unnecessary duplication or overlap will be avoided in the development of secondary and post-secondary programs of vocational and technical education in the future.

2. The Board shall maintain a system for gathering manpower supply and demand data and will convey such data to the Council.

3. The Council will make reports to the Board on the financing, enrollments, and similar aspects of those programs for which the Board provides supplemental federal funding and will share results of research as may be appropriate and useful.

4. The development of vocational and technical education programs that require college level education earning college credits which lead to an associate degree or a higher college degree or a certificate issued by an institution of higher education under the coordination of the Council.

5. Educational programs requiring the completion of a certain number of clock-hours of training or an approved competency test score for licensing by a particular State licensing board or certification approved

by the State Board of Education and not requiring college level education will be the responsibility of the state vocational-technical schools and area vocational education centers which are under the jurisdiction of the Board.

6. Programs of vocational and technical education leading to an associate degree or certificate issued by an institution of higher education may be eligible for supplemental federal funding by the Board in accordance with terms of a contract between the Board and the Council.

7. The Board and the Council will work cooperatively to avoid needless replication which results in an oversupply of trained manpower and ineffective use of available financial and physical resources.

8. Cooperative efforts to utilize facilities to their maximum capacity will be made. Through cooperative agreements between institutions, the joint use of facilities for secondary, post-secondary (non degree) and post-secondary (degree) programs will be encouraged.

9. Although programs operated by the Board are not college level preparation, a sequential approach to education will be supported that encourages the institutions of higher education to evaluate each program for possible credit when an individual student desires to transfer to a degree program.

Funding of Programs

1. The Council will recommend budget funds for the primary support of vocational and technical education programs offered at the community colleges, technical institutes, and other institutions in the State system of higher education to the extent of available state and federal financial resources and will anticipate supplemental federal funding for post-secondary vocational and technical education programs from the Board as needed and as may be available.

2. The Board will budget a portion of its funds received from federal sources for post-secondary vocational and technical education to supplement the funding of post-secondary programs offered in the Kentucky state system of higher education. The number of post-secondary educational programs being offered and the number of students enrolled and receiving education in these programs at community colleges, technical institutes, and other institutions in the State system of higher education will be taken into consideration

in the Board's determination of the amount of federal funds to be allotted to supplement the funding of post-secondary programs.

3. The Board will contract with the Council for the amount of funds allocated to supplement the funding of post-secondary programs. The Council will assume responsibility under terms of the contract to allocate the funds to provide supplemental support of bona fide programs consistent with federal laws and regulations.

4. The Board, acting as the designated state agency for the Federal Vocational Education Act of 1963, as amended, will contract with the Council for that portion of federal funds received for allotment and expenditure for supplemental funding of post-secondary vocational and technical education programs.

5. The contract between the Council and the Board will be negotiated early in the spring of the year to allow for planning and budgeting to assure the best use of the funds by various institutions which are eligible to receive supplemental allocations. (Federal funds included in the contractual agreement will be contingent on the date of the annual approval of Federal appropriations of Vocational education funds to the State.)

Review and Assessment

A review and assessment shall be made at least biennially of the extent to which the purpose of this Memorandum has been achieved in developing a statewide plan for post-secondary vocational-technical education, the general coordination of programs, the overall programming to meet identified needs, and the effectiveness of program funding.

Based on this review and assessment, an evaluation report including recommendations will be submitted to each agency.

If at any time the evaluation indicates the desirability of a revised or new Memorandum of Understanding and Agreement, both agencies will consider a revision of this document.

Mechanism for Implementation

To implement the provisions of this Memorandum of Understanding

and Agreement a mechanism is required. Accordingly, a continuing committee representing the Board and the Council is to be formed through appointment by the two agencies. The composition of this joint committee shall come predominantly from those post-secondary institutions eligible for federal funding under existing legislation and under, this Agreement.

This committee is expected initially to develop proposals for the consideration of the two agencies on such items as:

1. A dictionary of post-secondary vocational-technical programs
2. Roles of the agencies in adult and continuing education
3. Procedures for program funding to include Federal vocational funds, state funds, and Title X funds
4. Roles of the agencies pertaining to Title X of the Higher Education Act of 1972 (when implemented)
5. Determination of manpower data needed for program planning
6. Roles of the agencies in planning for vocational-technical programs
7. Roles of the agencies and institutions in program evaluation.

The purpose of this Memorandum of Understanding and Agreement is to record certain interpretations, understandings, and agreements for a close working relationship between the Board and the Council and their respective administrative offices in the conduct of activities relating to vocational and technical education. It is intended that activities shall be carried out on a contract basis between the Board and the Council and in an interagency administrative relationship to avoid overlap, duplication, or confusion in the planning and development of programs of vocational and technical education.

Nothing in this agreement shall preclude cooperative arrangements by both parties to meet special occupational training needs of the people of the state; however, any major departure from the provisions of this Memoran-

dum of Understanding and Agreement will require the joint approval of both parties.

We, the undersigned chief administrative officers of the two agencies referred to herein, recommend the ratification of this Memorandum of Understanding and Agreement by the respective agencies.

State Superintendent of Public Instruction

Date: December 4, 1974

Executive Director
Council on Public Higher Education

Date: Dec. 14, 1974

Ratified

State Board of Education

Date:

Council on Public Higher Education

Date: October 24, 1974

APPENDIX C

State Commission on Postsecondary Education (1202 Commission)

OFFICE OF THE GOVERNOR
FRANKFORT, KENTUCKY 40601

October 4, 1974

WENDELL H. FORD
GOVERNOR

Dear John:

Governor Ford has signed the Executive Order creating the 1202 Postsecondary Study Commission as authorized by federal law. I am attaching for your information a copy of the Governor's Executive Order as well as a listing of the membership of the Commission. This information will be forwarded to Washington within the next day or so and we will provide you with a copy of our letter to the U. S. Commissioner of Education.

Thank you for your assistance with this project.

Sincerely,

Billy F. Hunt

Billy F. Hunt
Administrative Assistant

Mr. John H. Alexander
Legislative Analyst
Legislative Research Commission
New State Capitol
Frankfort, Kentucky 40601

Attachment

74 - 759

October 1, 1974

Secretary of State
Frankfort
Kentucky

Pursuant to the authority vested in me by the Laws and Constitution of Kentucky, I, Wendell H. Ford, Governor of the Commonwealth of Kentucky, hereby establish the State Commission for Post Secondary Education provided for by P. L. 92-318, cited as the Education Amendments of 1972. The Commission shall be a planning and recommending agency for post secondary education in Kentucky and may apply for funding under the appropriate federal acts in order to carry out its purposes. It shall also have the power to designate such staff and committees as it deems necessary for the performance of its duties. The following are hereby appointed to the Commission:

Reverend Bob W. Brown, Lexington, Kentucky
Mr. Richard B. Condon, Louisville, Kentucky
Dr. David C. Asher, Pineville, Kentucky
Mr. Henry E. Pogue, Jr., Fort Thomas, Kentucky
Mr. John E. Robinson, Paducah, Kentucky
Mr. Bert Wellman, Catlettsburg, Kentucky
Mrs. Garnett Bale, Elizabethtown, Kentucky
Dr. Loman Trover, Earlington, Kentucky
Dr. Adron Doran, Morehead, Kentucky
Mr. Gordon H. Hood, Fort Mitchell, Kentucky
Dr. Lyman V. Ginger, Frankfort, Kentucky
Mr. J. D. Ruark, Morganfield, Kentucky
Dr. Otis A. Singletary, Lexington, Kentucky
Dr. A. D. Albright, Frankfort, Kentucky
Mr. T. K. Stone, Elizabethtown, Kentucky
Mr. Charles Pelfrey, Ashland, Kentucky
Mr. James Catlett, Hopkinsville, Kentucky
Mr. John W. Koon, Louisville, Kentucky
Mr. Chesley Ed Brandon, Jr., Louisville, Kentucky
Dr. Ellis Hartford, Lexington, Kentucky
Mr. William Gatewood, Louisville, Kentucky
Mr. Daniel Burke, Louisville, Kentucky
Miss Norma Mason, Louisville, Kentucky
Mr. Damon W. Harrison, Frankfort, Kentucky

The Commission shall expire one year from the date of this Executive Order. Please issue to them commissions.

Wendell H. Ford
WENDELL H. FORD
GOVERNOR

Thelma L. Stovall
THELMA L. STOVALL
SECRETARY OF STATE

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111

WENDELL H. FORD
GOVERNOR

EXECUTIVE ORDER

74 - 770

October 9, 1974

Secretary of State
Frankfort
Kentucky

By virtue of the authority vested in me by Executive Order 74-759 executed October 1, 1974, establishing the State Commission for Post Secondary Education and appointing members thereto, I, Wendell H. Ford, Governor of the Commonwealth of Kentucky, hereby appoint the following as additional members of the Commission:

Mr. William C. Clay, Jr., Mt. Sterling, Kentucky
Mr. Jack A. Connor, Owensboro, Kentucky
Sister Eileen M. Egan, Louisville, Kentucky
Mr. John W. Frazer, Danville, Kentucky
Dr. William S. Hayes, Pippa Passes, Kentucky

Please issue to them commissions.

Wendell H. Ford

WENDELL H. FORD
GOVERNOR

THELMA L. STOVALL
SECRETARY OF STATE

135

MAE R. GIRKEY
ASSISTANT SECRETARY OF STATE

1202 Commission

Reverend Bob W. Brown
1671 Strader Drive
Lexington, Kentucky 40505

Mr. Richard B. Condon
1126-40 Commonwealth Building
4th at Broadway
Louisville, Kentucky 40202

Dr. David C. Asher
Post Office Box 507
Pineville, Kentucky 40977

Mr. Henry E. Pogue, Jr.
82 Henry Court
Fort Thomas, Kentucky 41075

Mr. John E. Robinson
335 Pepper Lane
Paducah, Kentucky 42001

Mr. Bert Wellman
Route #1, Box 365
Catlettsburg, Kentucky 41129

Mrs. Garnett Bale (Joy)
110 Maple
Elizabethtown, Kentucky 42701

Dr. Loman Trover
409 West Main
Earlington, Kentucky 42410

Dr. Adron Doran
President
Morehead State University
Morehead, Kentucky 40351

Mr. Gordon H. Hood
226 Ft. Mitchell Avenue
Ft. Mitchell, Kentucky 41011

Dr. Lyman V. Ginger
Superintendent of Public Instruction
Department of Education
Capital Plaza Tower
Frankfort, Kentucky 40601

Mr. J. D. Ruark
440 West Main
Morganfield, Kentucky 42437

Dr. Otis A. Singletary
President
University of Kentucky
Lexington, Kentucky 40506

Dr. A. D. Albright
Executive Director
Council on Public Higher Education
Capital Plaza Tower
Frankfort, Kentucky 40601

Mr. T. K. Stone
306 West Dixie
Elizabethtown, Kentucky 42701

Mr. Charles Pelfrey
119 Caroline Drive
Ashland, Kentucky 41101

Mr. James Catlett
125 North Sunset Circle
Hopkinsville, Kentucky 42240

Mr. John W. Koon
4027 St. Germaine Court
Louisville, Kentucky 40207

Mr. Chesley Ed Brandon, Jr.
119 Perryman Road
Louisville, Kentucky 40207

Dr. Ellis Hartford
401 Holiday Road
Lexington, Kentucky 40502

(Members to be appointed)

Mr. William Gatewood
3512 Sherill Avenue
Louisville, Kentucky 40201

Mr. Daniel Burke
4315 Preston Highway
Louisville, Kentucky 40213

Miss Norma Mason
3807 West Broadway
Louisville, Kentucky 40211

Mr. Damon W. Harrison
Commissioner
Kentucky Department of Commerce
Capital Plaza Tower
Frankfort, Kentucky 40601

APPENDIX D

Council on Education in Kentucky
(Proposed Legislation)

AN ACT relating to a Council on Education in Kentucky.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

Section 1. A new section of KRS Chapter 156 is created to read as follows:

(1) There shall be a Council on Education in Kentucky, to be composed of the Governor, or his representative; the Secretary of the Cabinet, or his representative; the Secretary of Education and the Arts; the Superintendent of Public Instruction; the Chairman of the State Board of Education; the Executive Director of the Council on Public Higher Education; the Chairman of the Council on Public Higher Education; the Executive Director of the Kentucky Authority for Educational Television; the Executive Director of the Kentucky Higher Education Assistance Authority; the Chairman of the Kentucky Higher Education Assistance Authority; one member of the House of Representatives, appointed by the Speaker of the House; one member of the Senate, appointed by the President Pro-Tempore of the Senate; and eleven lay members appointed by the Governor. The eleven lay members shall be broadly and equitably representative of the general public and public and private nonprofit and proprietary

educational institutions, school administrators, professional education personnel, parents of mandatory school-age children, and business and industry. The eleven lay members shall be appointed for regular terms of four years, with the initial appointment of two members for one year, two members for two years, three members for three years, and four members for four years. Any person holding either an elective or appointive state office shall be ineligible for membership or appointment on the council during his membership or term of office, with the exception of the persons holding the elective or appointive state offices named in subsection (1) of Section 1 of this Act.

(2) The Council on Education in Kentucky shall elect a chairman annually from its lay membership.

(3) The council shall meet at least four times a year at such times and places as it determines by resolution. Special meetings may be called by the chairman. Upon request of five members, the chairman shall call a special meeting. At any meeting, regular or special, a majority of the membership of the council shall constitute a quorum for the transaction of business.

(4) The members of the council shall serve without pay, but shall be reimbursed for their necessary travel and other expenses while attending the meetings of the council.

Section 2. A new section of KRS Chapter 156 is created to read as follows:

The Council on Education in Kentucky shall:

(1) Engage in research and analyses to determine the overall needs of education in the Commonwealth.

(2) Establish priorities and goals for the overall educational system of the Commonwealth.

(3) Establish priorities for the use of financial and other resources available for education in Kentucky.

(4) Develop and transmit to the Governor, the Legislative Research Commission, the State Board of Education, and the Council on Public Higher Education, prior to October 1, 1977, and biennially thereafter on or before October 1, comprehensive plans for education in Kentucky. Such plans shall include, but not be limited to, an indication of the needs of education in Kentucky, the priorities of need, the recommended actions which the council determines necessary to meet the needs, and the recommended overall goals for education in the state with the actions determined by the council as necessary to achieve such goals. Subsequent to the initial plan, biennial plans of the council shall include, but not be limited to, an indication of the progress with which the needs and goals of education in the state are being met, the degree to which recommendations of the council are being implemented, and any further recommendations of the

council.

Section 3. A new section of KRS Chapter 156 is created to read as follows:

(1) In performing its duties, as directed in Section 2 of this Act, the Council on Education in Kentucky may utilize existing agencies and organizations to make studies, conduct surveys, submit recommendations, or otherwise receive the best available expertise from the institutions, interest groups, and segments of society most concerned with the work of the council.

(2) The council shall appoint a director and such staff as may be needed and fix their compensation without limitation to the provisions of KRS Chapter 18 and KRS 64.640, subject to the approval of the Commissioner of Personnel and the Commissioner of the Executive Department for Finance and Administration.

Section 4. To carry out the purposes of this Act, there is appropriated to the Council on Education in Kentucky out of the General Fund in the State Treasury the sum of $110,000 for the 1976-77 fiscal year and the sum of $140,000 for the 1977-78 fiscal year.

APPENDIX E

COUNCIL ON PUBLIC POSTSECONDARY EDUCATION
(1974 LEGISLATION)

IN SENATE

REGULAR SESSION, 1974

SENATE BILL NO. 24

FRIDAY, DECEMBER 7, 1973

Senators Clyde Middleton, for the Interim Study Commission on Educational Organization, William L. Quinlan, for the Educational Facilities Review Commission, and Lacey T. Smith, for the Interim Committee on Education, pre-filed the following bill for introduction in the Senate.

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AN ACT relating to postsecondary occupational education.

WHEREAS, the need a demand for postsecondary occupational education is growing rapidly in this state; and

WHEREAS, eighty percent of the available jobs nationally require training beyond high school but below the baccalaureate degree level; and

WHEREAS, the responsibility for the provision of postsecondary occupational education in this state is dispersed among several agencies and insitutions, and linkage among these agencies and institutions is minimal; and

WHEREAS, there is no single state plan for the provision and improvement of postsecondary occupational education; and

WHEREAS, there exists no single state body to oversee and coordinate postsecondary occupational education;

NOW, THEREFORE,

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

Section 1. A new sectin of KRS Chapter 164 is created to read as follows:

(1) As used in this act, unless the context

requires otherwise:

(a) "Postsecondary occupational education" means occupational related education provided persons not enrolled in high schools nor in higher education programs terminating in baccalaureate or higher degrees.

(b) "Council" means the Council on Public Postsecondary Occupational Education.

(2) There shall be a Council on Public Postsecondary Occupational Education in Kentucky, to be composed of the Superintendent of Public Instruction, the Executive Director of the Council on Public Higher Education, the Assistant Superintendent of the State Department of Education, Bureau of Vocational Education, the Vice-President of the University of Kentucky Community College System, the Executive Director of the Educational Television Authority, one representative selected by the four-year institutions of higher education which are members of the Council on Public Higher Education, and nine lay members appointed by the Governor. The nine lay members shall include representatives of business, industry, and labor and shall be appointed for regular terms of four years, with the initial appointment of two members for one year, two members for two years, two members for three years, and three members for four years. The Superintendent of Public Instruction, the Executive Director of the Council on Public Higher Education and

the nine lay members shall constitute the voting membership of the council. Any person other than the Superintendent of Public Instruction and the Executive Director of the Council on Public Higher Education, holding either an elective or appointive state office or who is a member of the governing or advisory board of any state or private university, college, community college, vocational school or State Board of Education, shall be ineligible for appointment on the council during his membership or term of office.

(3) The council shall elect a chairman annually from its lay membership.

(4) The council shall meet at least four times a year at such times as it determines by resolution. Special meetings may be called by the chairman. Upon request of three members, the chairman shall call a special meeting.

(5) A majority of the entire voting membership of the council shall constitute a quorum for the transaction of business.

(6) The members of the council shall serve without pay, but shall be reimbursed for their necessary traveling and other expenses while attending the meetings of the council.

(7) The council shall develop a state-wide plan for the improvement or expansion of postsecondary occupa-

tional education to include, but not be limited to:

(a) Determination of the needs of postsecondary occupational education in the state;

(b) Establishment of priorities for the use of all financial and other resources available for postsecondary occupational education;

(c) Recommendations to the Governor and the Legislature with respect to state and local financial support within the priorities set forth in (2)(b); and

(d) Analysis of duplications of postsecondary occupational education programs and recommendations for the coordination of such programs to eliminate unnecessary or excessive duplications.

(8) The council shall review all budget requests relating to postsecondary occupational education. The requests shall be prepared in the manner and submitted by the departments, agencies and institutions by dates prescribed by the council. The individual requests, along with council recommendations, shall be submitted to the Governor through the Department of Finance and Administration, and to the Legislature through the Legislative Research Commission not later than November 15 preceding each budget period.

(9) The council shall appoint a director and such staff as may be needed and fix their compensation without limitation of the provisions of KRS Chapter 18 and KRS

64.640 subject to the approval of the Commissioner of Personnel and the Commissioner of Finance and Administration.

Section 2. KRS 163.030 is amended to read as follows:

The state board of education is vested with the authority to carry out the purposes of the program of vocational education and the provisions of the acts of congress accepted by KRS 163.020, and is given all the necessary power and authority in administering vocational education and carrying out the provisions of the acts relating thereto, except that power and authority provided the Council on Public Postsecondary Occupational Education.

UNIVERSITY OF CALIF
LOS ANGELES
JUN 1 1977
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